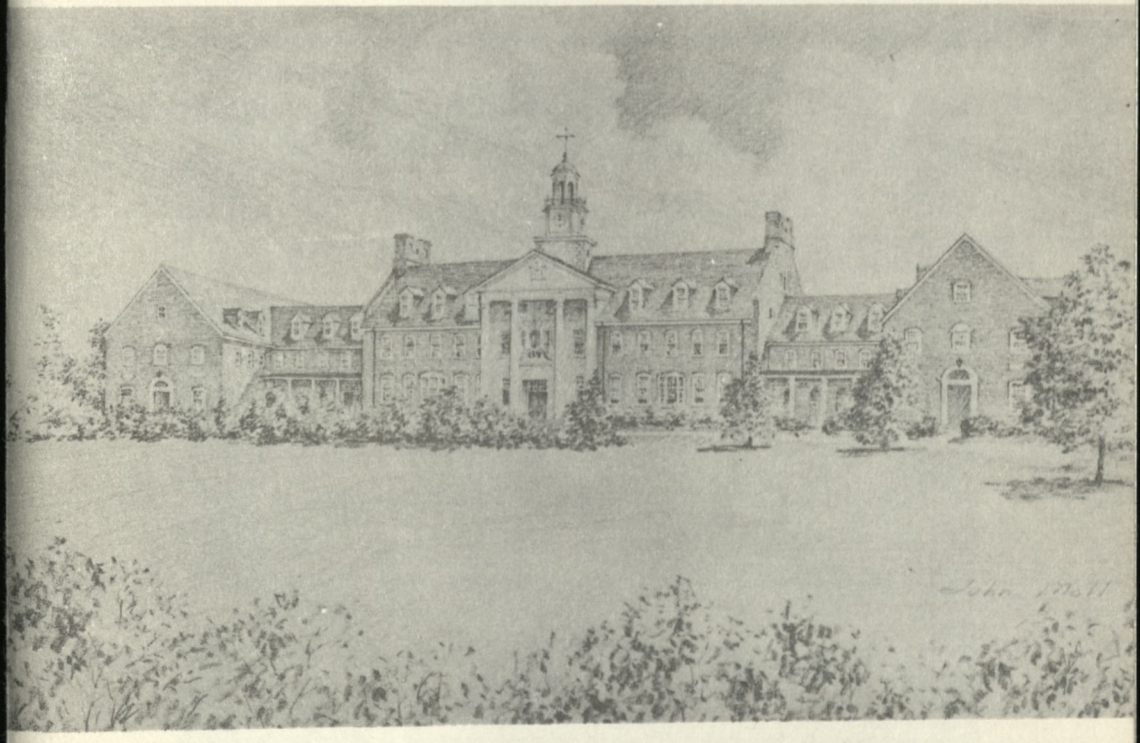
THE COLLEGE LIBRARY
STATE TEACHERS COLLEGE
SALISBURY, MARYLAND



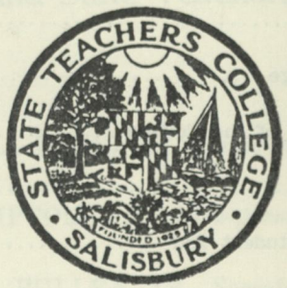
1958-1959

STATE TEACHERS COLLEGE
Salisbury
MARYLAND

CALENDAR FOR 1958-59

September	7, Sunday	Opening of Dormitories for Freshmen
	8, Monday	Freshmen Tests, 9 A.M. - 4 P.M., Auditorium
	9, Tuesday	Freshmen Tests, 9 A.M. - 12:00, Auditorium Freshmen Registration, 1:00 - 3:00 P.M. Opening of Dormitories to upperclassmen, 3:00 P.M.
	10, Wednesday	Sophomore Registration, 9:00 A.M. - 12:00 Junior and Senior Registration, 12:30 - 3:30 P.M.
	11, Thursday	Classes begin for all students
October	15, Wednesday	College closes for Maryland State Teachers' Association meetings at 11:50 A.M.
	20, Monday	College classes resume at 8:15 A.M.
November	1, Saturday	Alumni Homecoming
	7, Friday	Midsemester
	26, Wednesday	College closes for Thanksgiving holidays at 11:50 A.M.
December	1, Monday	College classes resume at 8:15 A.M.
	19, Friday	College closes for Christmas holidays at 11:50 A.M.
January	5, Monday	College classes resume at 8:15 A.M.
	19, Monday	Examinations begin
	23, Friday	Examinations end
February	2, Monday	Registration for second semester
	3, Tuesday	Classes resume at 8:15 A.M.
March	20, Friday	Midsemester
	25, Wednesday	College closes for Easter holidays at 11:50 A.M.
	31, Tuesday	College classes resume at 8:15 A.M.
May	25, Monday	Examinations begin
	29, Friday	Examinations end
	31, Sunday	Baccalaureate, 3:00 P.M.
June	1, Monday	Commencement, 10:30 A.M.

STATE TEACHERS COLLEGE



1958-59

SALISBURY, MARYYLAND

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State Board of Education

and

Trustees

of the

Maryland State Teachers College

WENDELL D. ALLEN, *President,* Baltimore

JEROME FRAMPTOM, JR., *Vice-president,* Federalsburg

THOMAS G. PULLEN, JR., *Secretary,* Catonsville
State Superintendent of Schools

MRS. KENNETH S. COLE, Chevy Chase

WILLIAM A. GUNTER, Cumberland

DWIGHT O. W. HOLMES, Baltimore

MRS. RICHARD MARCUS, Pikesville

GEORGE C. RHODERICK, JR., Middletown

Administrative Officers of the College

WILBUR DEVILBISS, Ed.D., Ped.D. - - - - - - *President*

EARL T. WILLIS, Ed.D. - - - - - - *Dean of Instruction*

CAROLYN C. DUNLAP, Ed.D. - - - *Director of Practice*

DOROTHY L. POWELL, B.A. - - - - - - - - *Registrar*

E. PAULINE RIALL, A.M. - - - - - - - - - - *Principal*
CAMPUS ELEMENTARY SCHOOL

GRACE S. CHAIRES, A.M. - - - - - - - - - *Librarian*

CHARLES W. BETTS - - - - *Principal Account Clerk I*

LILLIAN E. WEBSTER, B.S. - - - - - - - - - *Dietitian*

LEONE J. MILES - - - - - - - - - - - - - *Supervisor*
WOMEN'S RESIDENCE HALL

MAE E. WILLIAMS - - - - - - - - - - - - *Supervisor*
WOMEN'S RESIDENCE HALL

FREDERICK L. FOLTZ - - - - *Maintenance Supervisor*

FACULTY

Wilbur Devilbiss ..... President
A.B., Western Maryland College; M.A., University of Maryland
Ed.D., The George Washington University
Ped.D., Western Maryland College

Earl T. Willis ..... Dean of Instruction
A.B., Washington College; M.A., Columbia University
Ed.D., The George Washington University

MacCurdy Burnet ..... English
A.B., A.M., University of North Carolina

Grace S. Chaires ..... Librarian
A.B., Washington College; B.S., Library Science, Drexel Institute
A.M., University of Michigan

James DiVirgilio ..... Education
B.S., M.Ed., Temple University

Carolyn C. Dunlap ..... Director of Practice
A.B., Western Maryland College
M.A., Ed.D., University of Maryland

Robert A. Elderdice ..... English
A.B., Western Maryland College; M.A., Brown University
Ph.D., University of Maryland

Eugene D. Farace ..... Geography, Geology
B.S., State Teachers College, Millersville, Pa.
M.A., University of Maryland

A. L. Fleming ..... Social Studies
B.S., Middle Tennessee State Teachers College
A.M., George Peabody College for Teachers

Francis B. Fleming ..... English, Personnel
A.B., Middle Tennessee State Teachers College
A.M., George Peabody College for Teachers

Jessie L. Fleming ..... Music
B.S., A.M., Ed.D., New York University

Maurice C. Fleming ..... Biological Sciences
A.B., Western Maryland College; A.M., two Professional Diplomas and
Ed.D., Teachers College, Columbia University; Ph.D., New York University
LL.B., The George Washington University Law School

H. Allan Foutty ..... Physics
B.S., Glenville State College; M.S., The George Washington University

Mary Laura Francis ..... Romance Languages
A.B., University of Delaware
A.M., Ph.D., The Johns Hopkins University

James F. Glenn ..... Chemistry
A.B., University of North Carolina
M.S., New York University

Benn Maggs ..... Health and Physical Education for Men
B.S., State Teachers College, East Stroudsburg, Pa.
M.A., New York University

John B. May ..... Psychology
B.S., M.S., Ph.D., University of Virginia

Dorothy L. Powell ..... Registrar
B.A., University of Maryland

Henrietta S. Purnell ..... Art
B.S., A.M., Teachers College, Columbia University

Leila Stevens ..... Education
B.A., Iowa State Teachers College; M.A., University of Chicago
Ph.D., University of Wisconsin

Idabelle W. Thomas ..... History
B.S., A.M., Teachers College, Columbia University
Ed.D., New York University

Frank D. White ..... Mathematics
A.B., Randolph-Macon College; M.Ed., Duke University

Alethea H. Whitney ..... Health and Physical Education for Women
B.S., M.S., University of Tennessee; Ph.D., University of Michigan

William H. Wroten, Jr. ..... History, Government and Sociology
A.B., Western Kentucky State Teachers College
M.A., University of Maryland; Ph.D., University of Colorado

CAMPUS ELEMENTARY SCHOOL

E. Pauline Riall ..... Principal
B.S., A.M., Teachers College, Columbia University

Margaret Addis ..... Grade 4
A.B., Smith College; A.M., Stanford University

Ruth T. Bennett ..... Kindergarten
B.S., University of Maryland

Bernice M. Brady ..... Grade 1
A.B., The University of Iowa; M.S., Oklahoma A. & M. College

James R. Focht ..... Grade 6
B.S., State Teachers College, West Chester, Pa.
M.S., University of Pennsylvania

Winifred R. Wood ..... Grade 2
A.B., Mercer University

Wilsie G. Seabrease ..... Grade 3
B.S., State Teachers College, Salisbury
M.S., University of Maryland

Louise S. White ..... Grade 5
B.S., M.A., University of Missouri

LIBRARY

Grace S. Chaires ..... Librarian
A.B., Washington College; B.S., Library Science, Drexel Institute
A.M., University of Michigan

Nettie C. Bentley ..... Assistant Librarian
B.A., Hood College
B.L.S., Columbia University School of Library Science

Constance C. Sickmund ..... Assistant Librarian
B.S., University of New Hampshire. B.S., Columbia University
School of Library Science

May H. Truitt ..... Assistant Librarian
A.B., L.L.B., University of Maryland
M.S., Columbia University School of Library Science

Gladys Lewis ..... Library Assistant
Diploma, State Normal School, Salisbury

ADMINISTRATION STAFF

Rosalie F. Griffith ..... Secretary-Stenographer
A.B., Goucher College

Margaret W. Mallery ..... Stenographer-Accounting

Dorothy E. Dahlinger ..... Senior Stenographer

Dolores J. Miller ..... Senior Stenographer

Regina R. Taylor ..... Senior Stenographer

Shirley B. Buchanan ..... Senior Typist

M. Virginia Hudson ..... Senior Clerk

Jane Wallace ..... Nurse
R.N., University of Maryland School of Nursing

STUDENT ACTIVITY CENTER

Margaret B. Ennis ..... Manager

INSTRUCTORS IN STUDENT TEACHING CENTERS

1957-1958

DORCHESTER COUNTY

	Grade
North Dorchester Junior-Senior High School	
Ray Moore	9
Maybelle Moxey	9
Jeanette Pomeroy	9
Marian Turner	7

WICOMICO COUNTY

East Salisbury Elementary School	
Evelyn Thorne	4
Mardela Junior-Senior High School	
Margaret Bennett	7
North Salisbury Elementary School	
Stella Brittingham	3
Pittsville Junior-Senior High School	
Jack Nichols	8
Prince Street Elementary School	
Emily Morris	4
Wicomico Junior High School	
Beulah Allen	8
Myra Cordrey	8
Anna Rose Doscher	7-8
Mae Daniels	7-8
Elizabeth Murray	8
Robert Travers	7
James Williams	7

WORCESTER COUNTY

Stephen Decatur Junior-Senior High School	
Irma Jester	8
Myra Powell	7

The College

ACCREDITATION

The State Teachers College at Salisbury is a four-year college accredited by the Maryland State Board of Education, the National Council for Accreditation of Teacher Education, and the Middle States Association of Colleges and Secondary Schools.

STATE SUPPORT

The college is an integral part of the system of public education in the State of Maryland. It is governed by the State Board of Trustees, and is supported almost entirely by Legislative appropriations. No tuition is charged Maryland residents for the teacher education program, and students pay only such fees as are used in their own activities.

HISTORY

The fourth to be founded and next to the youngest of the State's system of teachers colleges is the State Teachers College at Salisbury. It was in 1922 that the State Legislature established a commission to determine a location for a two-year normal school on the Eastern Shore; in 1925 the institution was opened in Salisbury with Dr. William J. Holloway as principal, a faculty of ten, and a student body of forty.

The thirty-six year interim since the organizing of the commission has proved the wisdom in the establishment of an institution of higher education and the choice of the town of Salisbury whose potential as a commercial center was discernible. Today the college has grown in plant and curriculum and educational significance; the town of Salisbury has grown to a vigorous young city whose growth in cultural and educational leadership is commensurate with its leadership in the various facets of the regional economy.

The school offered the two-year course for the preparation of elementary school teachers in Maryland until 1931 when the course of study was increased to three years. In 1934 the course of study was increased to four years and by action of the Legislature of 1935 the college was authorized to grant the bachelor of science degree and to change its name to the State Teachers College at Salisbury.

Until 1947 the college confined itself to the single purpose of educating teachers for the elementary schools. In that year the college program was enlarged to include the preparation of teachers for general education at the junior high school level.

CAMPUS AND BUILDINGS

The college is located in Salisbury, Maryland, between Camden Avenue and Salisbury Boulevard at College Avenue on a campus of approximately sixty acres.

The main building includes administrative offices, classrooms, social rooms, dining hall, kitchen, infirmary, snack bar, student center, bookstore, postoffice, an auditorium with a seating capacity for one thousand, a gymnasium, and housing for women students.

The dormitory for men was completed in 1951 and was built to house one hundred two students. In addition there is an apartment for the dormitory supervisor and a club and recreation room in the basement for the use of men students.

The Campus Elementary School building was completed in 1955 and has been in use since September, 1955. It is a modern school building including an auditorium, seven classrooms, gymnasium, library, health suite, kitchen and cafeteria, and administrative offices.

The Campus Elementary School in addition to providing directed teaching experience to the college students, offers a curriculum in terms of the needs, interests, and abilities of the children enrolled and sets up multiple activities which will further the professional understanding, growth, and development of prospective teachers in regular college courses. Its chief function is to provide a place where the best accepted procedures of teaching may be used and demonstrated by teachers appropriately trained, as well as specialists from the college faculty; where college students may participate in actual teaching situations; and where college students may observe, experiment, and do limited research work under expert guidance of the elementary school and college instructors.

The Campus Elementary School Library contains approximately 4,000 volumes of reading matter appropriate to the several grades served. Supervised by a trained librarian, it serves as an example to student teachers of the need for and place of the library in an elementary school. Student teachers are encouraged to make use of its facilities to supplement class work in the professional courses.

The College Library, housed in a new, modern, air conditioned building, contains approximately 28,000 bound volumes. The periodicals to which the library subscribes are a valuable supplement to the book collection. More than 160 are available approximately 80 of which are bound annually for use in research. Materials are available to students and faculty on a loan basis and to the community for reference purposes.

The resources of the library supplement the course of study in the general education phase of the college program as well as the professional curricula. For the latter program special groups of materials are available, examples of which are listed below.

1. The curriculum laboratory contains units of work, courses of study, resource units of the counties of Maryland and many other states, and examples of textbooks used in the elementary and junior high school grades.

2. The children's book collection is available for use by student teachers and as background for the course in Children's Literature.

3. The Maryland collection consists of books, maps, pamphlets, and filmstrips dealing with the history, industry, and geography of the state of Maryland.

4. Audio-visual aids are housed and loaned by the library. Types of materials included in this collection are films, filmstrips, slides, recordings, mounted pictures, clippings, maps, and charts.

It is possible, through interlibrary loan, to make books from other libraries available to faculty and students.

All students are given instruction in the use of the library in the Orientation and Composition courses. A special library manual has been prepared for this purpose.

There are two houses on the campus. One serves as the president's residence; the other is occupied by the music department.

PHILOSOPHY OF THE COLLEGE

The faculty acknowledges that the institutional objectives are based on these underlying philosophical assumptions:

1. The democratic way of life is the desirable social organization.

   This way of life (a) places major emphasis on the dignity and worth of the individual; (b) places faith in the ultimate wisdom and intelligence of the common man; and (c) encourages the development of the total and unique personality.

2. The democratic way of life operates through the democratic group process.

   To be of maximum value this group process requires (a) an atmosphere that stimulates the individual to contribute fertile ideas; (b) a scale of values for the weighing and refining of these ideas; (c) the rational approach as the most valid basis for group action.

3. Pupils and students are confronted with needs and problems peculiar to their stage of maturity and level of culture. It is the function of the college to help the individual resolve his present problems and prepare him to cope successfully with future problems which may confront him. By such assistance the individual is equipped to act responsibly in a mature democratic society and thus derive maximum intellectual, moral, and emotional satisfaction from living.

OBJECTIVES AND PURPOSES OF THE COLLEGE

At the center of all planning for growth in both plant and curriculum has been the original objective to educate teachers for Maryland schools. Complementary to the achievement of this main objective has always been the objective of developing, within the student mind, character, spirit and professional ability. From the major objective with its natural parts the college has never veered; there has been added since 1935, however, a secondary objective of educating through the lower division program of general education those students who may want such education on a transfer basis.

The specific objectives and purposes of the college are based on four major premises:

1. That the college should provide in its general education program a broad cultural background essential to citizenship in a changing democratic society.

2. That the college should provide for the development of professional knowledge, techniques and attitudes essential to effective teaching.

3. That the two-year transfer curriculum should, in addition to providing broad cultural training, prepare the student for further pursuit of specific professional courses in other institutions or for greater effectiveness in a chosen field of employment.

4. That the college should serve the community in which it is located.

Admission

This college attempts to examine all aspects of the applicant's experience as it is related to success in the college program and profession chosen. Where there are indications of probable success, the applicant is advised of his acceptance. It is to be understood that students who matriculate assume the responsibility of adhering to the standards and regulations of the college. A student's applying for admission is in the opinion of the college tantamount to his acceptance of them and his pledge of loyalty to them. The college reserves the right to dismiss a student who fails to abide by its regulations and policies.

ADMISSION PROCEDURE

Admission from Secondary Schools to the Teacher Education Curriculum

Application for admission to the freshman class of State Teachers College, Salisbury, should be made to the Registrar early in the candidate's senior year. Blanks on which to apply and catalogues are available in the office of the Registrar. A catalogue can usually be found in the public school libraries.

Applicants are to fill in all personal data requested and ask the principal or headmaster to enter the secondary record and mail the completed form to the Registrar. Applications for admission for the September 1959-60 academic year must be accompanied by a $10.00 application fee, which is refundable if the student is not accepted for admission. Beginning with the 1958-59 academic year, the notification of final acceptance will be accompanied by a bill for $15.00, payable immediately. In the event that a student fails to enroll, the $25.00 shall be forfeited. Both fees, however, will be credited against charges due upon registration.

The recommendation of the principal of the high school from which the applicant has been graduated and also the recommendation of the superintendent in whose area the school is located are required for Maryland students applying for the teacher education program. Graduates of non-public schools and out-of-state residents need only the recommendation of the principal or headmaster.

Admission to Junior College Program

The procedure is the same as that required of applicants applying from secondary schools to the teacher education program with one exception—the application does not have to be approved by the county superintendent.

Admission from Other Colleges and Universities

Only students in good standing as to scholarship and conduct will be eligible for consideration.

After following the regular procedure for admission from secondary school, the applicant should request the registrar of each college or university attended to send an official transcript to the office of the Registrar, State Teachers College, Salisbury, Maryland.

Transfer from Other Maryland State Teachers Colleges

No transfer from another Maryland teachers college shall be permitted except by written permission from the State Superintendent of Schools after the request for transfer has been acted on by the Board of Trustees of the Maryland State Teachers Colleges. A student who has failed in one or more courses will by that fact be debarred from obtaining a transfer.

Admission of Auditors, Special, and Unclassified Students

Applications on which to apply are available in the office of the Registrar. The blanks are to be completed by applicants and returned to the Registrar.

Readmission

Students who withdraw from college and former students who wish to return to college must apply for readmission to the Registrar. Students who have been dismissed for scholastic or other reasons may petition the Committee on Admissions and Standards for reinstatement upon blanks provided by the office of the Registrar. The Registrar will present the applications to the Committee.

Admission by High School Equivalence Certificate

Applicants over 19 years of age who are not high school graduates may qualify for admission by making satisfactory grades in the Equivalence Examinations given by the State Department of Education and receiving the High School Equivalence Diploma.

REQUIREMENTS

Subject

Graduation from a standard public high school or accredited non-public secondary school is required for entrance to the college.

In considering applicants more emphasis will be placed on scholarship than on a fixed subject pattern. Students are expected to complete a well-rounded program totaling 16 units and including the following:

Subject	Units
English	4
Mathematics	1
Social Sciences	1
History of the United States	1
Science	1
Electives (fine arts and commercial subjects are accepted)	8
Total	16

Scholarship

The standards for students entering from Baltimore City and from the counties, though based on different marking systems, are approximately the same and are as follows:

County students—The scholarship standard set by the State Board of Education as the basis for certification by the high school principal for college entrance requires that the applicant shall have made a grade of A or B in at least 60 percent of the college entrance courses and a grade of C or higher in all other college entrance courses taken during the last two years of high school. Students not meeting this average may be considered for admission on the recommendation of the high school principal and of the superintendent of schools.

Baltimore City students—The agreement with the State Department of Education on the scholarship standards recommended by the Board of School Commissioners of Baltimore City as the basis of certification for admission to the teachers colleges is that the student must have made an average of 80 percent in the last two years of high school work. Students with averages

between 75 and 80 may be considered for admission on the recommendation of the high school principal and the superintendent of schools.

The testing programs now operating in the high schools and the freshman testing program of the college are regarded as sources of important supplementary data. Results of these tests are utilized in analyzing a student's potentialities and may serve as additional bases for determining a student's readiness for college.

Transfer Students

In addition to meeting regular admission requirements advanced standing is provisional until the student earns a C or better average at State Teachers College, Salisbury. Courses completed at accredited institutions with a grade higher than the first passing level will be evaluated in terms of the degree requirements at this college. This college reserves the right at any time to revoke advanced standing if the student's progress is not satisfactory.

A transfer student must satisfy all curriculum requirements and earn the last year of credit (thirty semester hours credit) at this college. If the applicant was graduated from a two- or three-year curriculum at one of the Maryland State teachers colleges the requirements may be reduced to not less than one semester.

Citizenship

According to a by-law passed by the State Board of Education, only citizens of the United States shall be employed in the public school system in the counties or admitted to the State teachers colleges.

Health

Applicants must meet acceptable standards of health and physical fitness. Each student admitted must present a doctor's certificate indicating the absence of any communicable diseases or any physical disability which would limit participation in the total college program.

VETERAN STUDENTS

Close contact is maintained between the Veterans' Administration and the college through the Registrar's office. Veterans who plan to use educational benefits under any of the G. I. Bills

are assisted in the completion of papers necessary to insure registration and prompt subsistence payments.

All Veterans are required to furnish the office of the Registrar with a photostatic copy of their separation from active duty, Form DD214.

College Expenses and Student Aid

EXPENSES

Tuition

Maryland residents enrolled in the teacher education program pay no tuition. Tuition is waived by their pledging to teach in the public schools of Maryland at least two years immediately following graduation.

Those Maryland residents who are registered in the junior college program are charged $150.00 a college year for tuition.

The tuition in either the teacher education or the junior college program for students who are not residents of Maryland is $400.00 for the college year.

Room and Board

All students residing in the dormitory pay $266 for room and board for the college year.

Dormitory rooms will not be held in reserve later than the evening of registration day unless written notification of late arrival is received.

Luncheon in the College Dining Hall is available at very reasonable prices to day students.

Fees

Activities Fee

The sum of $25 is charged each full-time student for the student activities fee. This money is to be used for such activities as class social functions, student publications, dramatic productions, and specified projects duly authorized.

Athletic Fee

The $20 athletic fee collected from each full-time student is assigned to the athletic department to meet expenses incurred in presenting a rounded athletic program at the college. These funds are used for expenses incurred in the transporting of athletic teams, the services of athletic officials, and in the purchase of consumable supplies for varsity and intramural sports as well as classroom equipment.

SUMMARY OF EXPENSES

TEACHER EDUCATION PROGRAM	Semester I	Semester II	Total Year
Application fee (effective for 1959-60 academic year)	$ 10.00		$ 10.00
Acceptance fee (effective for 1958-59 academic year) (Both of these fees will be credited to expenses)	15.00		15.00
Activities fee	25.00		25.00
Athletic fee	20.00		20.00
Board and room	133.00	133.00	266.00
Tuition, Maryland residents	00	00	00
Tuition, out-of-state residents	200.00	200.00	400.00
JUNIOR COLLEGE PROGRAM			
Application fee (effective for 1959-60 academic year)	$ 10.00		10.00
Acceptance fee (effective for 1958-59 academic year) (Both of these fees will be credited to expenses)	15.00		15.00
Activities fee	25.00		25.00
Athletic fee	20.00		20.00
Board and room	133.00	133.00	266.00
Tuition, Maryland residents	75.00	75.00	150.00
Tuition, out-of-state residents	200.00	200.00	400.00

Auditors, Part-Time, Special, and Unclassified Students

Students in any of the four categories are charged $10.00 per semester hour credit.

Payment to the College

All payments to the college must be made at the time of registration. It is suggested that payment be made by check payable to "State Teachers College." No student will be permitted to complete his registration without full payment of charges.

Miscellaneous Expenses

Books and classroom supplies are on sale in the College Bookstore. Approximately $75.00 per semester should cover this item of expense. Also, the regulation athletic uniform required of all students enrolled for physical education may be purchased at a minimum cost to the student.

The laundering of personal clothing, like transportation costs, is an expense which varies according to the individual. Automatic washing machines are available in the dormitories for appropriate articles of apparel.

Late Registration Fee

Students registering after designated time must pay a $5.00 late fee.

Group Insurance

Accident insurance is available at most reasonable rates to full-time students of the college. Parents are strongly urged to consider this offer of total coverage. Additional information is available upon request.

REFUNDS

A student withdrawing from the college must complete the official withdrawal card and file it in the office of the Registrar. Refunds to students will be computed on the basis of the date that his form is completed and filed with the Registrar. A student failing to comply with this regulation forfeits his right to a refund. **In event that a student fails to enroll, the $10.00 application and $15.00 final acceptance fees will not be refunded.**

Day Students:

1. A day student who withdraws during the first two weeks of the semester shall have refunded all fees and the tuition charge for that semester less $10.00.

2. A day student who withdraws later than two weeks after the official registration day and before midsemester shall receive no refund of tuition for the first half of the semester. If the withdrawal occurs after midsemester there will be no refund. No refund of fees will be made two weeks after registration.

Boarding Students:

1. A boarding student who withdraws during the first two weeks of the semester shall have refunded all fees and the tuition charge for that semester less $10.00, and will be charged for room and board for one week in excess of his residence at the college.

2. A student who withdraws from the dormitory on his own initiative, after the two weeks following the official registration day and before midsemester shall receive no refund of room and board for the first half of the semester. If the withdrawal occurs after midsemester, there will be no refund of room and board paid for the entire semester.

3. A student who withdraws from the dormitory at the request of the college administration after the beginning of the semester shall be charged for room and board for one week in excess of his residence at the college.

Auditors, Part-time, Special, and Unclassified Students

Refunds are computed from the time of official withdrawal on the following basis: Within the first two weeks following registration a complete refund less $10.00 will be made. After the first two weeks, no refund will be made.

LOAN AND SCHOLARSHIP FUNDS

Students who are Maryland residents and qualify for admission to the teacher education program at any one of the State teachers colleges receive in effect a State scholarship covering tuition expenses. The teachers

colleges are subsidized by the State and can afford students opportunities for higher education considerably below the actual cost. Those students who still find additional assistance necessary may investigate with personnel officers the opportunities for part-time work or for aid from the following organizational funds.

Delta Kappa Gamma Scholarship

One scholarship of $150 is awarded each year to any high school girl desiring to prepare for elementary or junior high school teaching at State Teachers College, Salisbury. Any student who has received this scholarship for one year must reapply for a continuation of the grant. Application must be submitted before April 15th of each year. The applicant should write to the Registrar of the college and request the form for application for this scholarship, or consult the secondary school guidance counselor.

Edna M. Marshall Memorial Fund

Twenty-five to one hundred fifty dollars per year is available with a maximum of $300 to any worthy junior or senior. Interest begins with graduation at the rate of four percent. This fund was established in June, 1935, as a living tribute to Edna M. Marshall, Ph.D., Director of Training and Principal of the Campus Elementary School from 1925 to 1933. Further information may be secured from the Registrar.

Kiwanis Education Loan

Three hundred and fifty dollars is the maximum amount available and may be awarded to any student from Wicomico County who desires to attend State Teachers College at Salisbury. This loan has a low rate of interest. If further information is desired, application should be made to the President of the Salisbury Kiwanis Club or the Registrar of the college.

Samuel Chase Chapter, D. A. R.

Loans are available to a limited number of students at a low rate of interest. Further information may be obtained from the Registrar of the college.

Academic Regulations

THE PLEDGE TO TEACH IN THE STATE OF MARYLAND

Every student of Maryland who applies for admission to the teacher education program is required to sign the pledge to teach two years in the public schools of Maryland immediately following graduation.

Grading System

A five point grading system (A, B, C, D, F) is used to indicate quality of academic work. The letter A represents work of definitely superior quality and is reserved for the few outstanding students. It is distinctly the honor mark. B represents work of excellent quality by students whose work is definitely better than merely satisfactory. C represents work of satisfactory quality by that large group of substantial students whose work is clearly neither excellent nor unsatisfactory. D represents work not of satisfactory quality but that is above failure. F represents work not of acceptable quality.

A student who because of illness or other justifiable reason has not met the quantitative requirements of a course is assigned the grade of I, incomplete. An incomplete is not assigned merely for insufficient class attendance or for failure to complete assigned work. This grade automatically becomes an F if the outstanding work is not made up prior to midsemester of the next semester for which the student is enrolled. The student is responsible for completing this work and upon doing so will have the grade earned recorded on the permanent record. The scholastic average will not be computed until the incomplete is made up.

The student who withdraws from college after midsemester will receive a Withdrawn Passing or Withdrawn Failing. Instructors may assign grades of plus or minus value, but only the letter grade will be recorded and figured in the scholastic average.

Point System

The grade of A is assigned 4 quality points; B, 3; C, 2; D, 1; and F, 0. The scholastic grade point average is computed by multiplying the total number of semester hour credits of each letter grade by the appropriate quality points assigned and dividing the sum of the products by the total semester hour credits for which the student received final grades. Where permission is granted to repeat a course, the latest grade recorded will be used in computation of the scholastic average. A grade may be raised only by repeating a course.

The grade point average is computed on the basis of the semester and the college year as well as the cumulative record. These averages are used in determining the student's progress, academic status, graduation, class

standing, eligibility for merit awards, and for similar purposes. The grade point average of a student admitted with advanced standing is based only on that work taken at State Teachers College, Salisbury.

Standards of Work

Students in the college are expected to make satisfactory progress toward graduation from the teacher education program or completion of requirements for a junior college certificate. Students achieving a semester average of 3.25 (B+) or above are placed on the Dean's List and recognized at an Honors Assembly. When students' academic records are below the minimum standard for their class they are placed on probation. To remain in good standing, students must maintain at least the following *cumulative* averages: freshmen, 1.6; sophomores, 1.8; juniors, and seniors, 2.0, and an average of 1.5 during *any given semester. Probation indicates uncertainty on the part of the college as to the student's probable success.* Probation is lifted when the student shows satisfactory improvement in his work. No probationary student is entitled to unexcused absences. Any student who fails to meet the terms of his probation or to pass one half of the credits for which he is enrolled in any given semester or who accumulates 12 semester hour credits of failing grades shall be dropped from the enrollment of the college.

The personal development of each student is considered. *If the Committee on Admissions and Standards is convinced that a student does not have the qualifications necessary for teaching, he may be asked at any time to withdraw from the college.*

Students enrolled in the junior college program must obtain grades of C or better in order to have courses accepted for advanced standing at another college or university. Teacher education students must meet successfully the scholastic requirements for admission to the professional courses of the third and fourth years. Evaluated along with the scholastic record are the many aspects of the student's personal characteristics.

For the purpose of self-evaluation on the part of the student, faculty members are requested to assess the quality of work being done by each student in their several classes at a designated point during the semester and report to the counselors those who have achieved less than a C grade. Each student so reported is advised of his status in the particular class and is urged to discuss with his instructor the possible means of improving his work during the remainder of the semester.

A copy of the report to the student is sent to the parents. The purpose of this measure is to acquaint the parents with the scholastic regulations of the college and to keep them informed of their son's or daughter's progress.

The permanent scholastic record is not influenced in any way by the reports. These grades are not recorded and represent only a tentative evaluation of the student's progress to that point.

Course Load

The normal course load for students is 15 to 17 semester hour credits. No student may carry more than 17 hours without special permission. A grade point average of 3.0 or higher in the preceding semester is the usual requirement for approval of a course load in excess of 17 hours. Requests for lighter or heavier course loads must be presented to the Dean of Instruction for approval.

Classification of Students

Full-time students are classified according to the number of semester hour credits previously completed for determining class membership. The following means of grouping is employed: freshmen, 0-27; sophomores, 28-59; juniors, 60-91; seniors, 92 and above.

Students are classified as special when they are not matriculated for a degree and are enrolled for less than twelve semester hours of credit. Part-time students are those matriculated for a degree and enrolled for less than twelve semester hours of credit. Holders of degree working for certification or renewal of certificate are considered unclassified.

General Regulations Governing Registration

1. Students must register during period indicated in the calendar or pay a late registration fee. No student will be permitted to enroll for a full-time program after the first week of classes.

2. No student will receive credit for a course in which he is not properly registered.

3. The normal course load for students is 15 to 17 semester hour credits. Requests for lighter or heavier course load must be presented to the Dean of Instruction for approval.

4. After the first week following registration no changes in registration are permitted.

5. The college reserves the right to discontinue any course or section thereof in which there is insufficient enrollment to justify its being offered.

6. Unofficial withdrawal from a course or from college will result in automatic failing grades. Forms for official withdrawal are available in the office of the Registrar. Official withdrawal becomes effective on the date the official withdrawal is filed with the Registrar.

7. With the approval of the Dean of Instruction students are allowed to withdraw from a course until midsemester. After midsemester withdrawal from a course carries the grade of F except in case of illness or some similar extenuating circumstance.

8. In order to guarantee academic and professional sequence of course students are required to repeat a failure the next time the course is offered.

9. Each student should procure a college catalogue and be guided by degree requirements when making course selections. Faculty advisers are

available for counsel and advice, but the *responsibility for satisfying degree requirements rests with the student.*

Application for Admission to the Advanced Teacher Education Program

The academic progress and personal qualities of all students are reviewed by the faculty during the fourth semester of matriculation to determine eligibility for admission to the third year of the teacher education curriculum. Forms are available in the office of the Dean of Instruction and must be filed during the fourth semester.

A student is not qualified to enter the professional program when (1) the *cumulative* grade point average is below that required for good standing, (2) the record contains failing grades in required courses, or (3) there is an accumulation of D grades.

The student is not admitted to student teaching if he has failures in required courses and/or the cumulative average is below 2.0.

Application for Degrees and Certificates

All candidates for the degree and/or certificate must, at the beginning of the final semester, make application on the appropriate form to the Registrar. A new application must be completed when a student finds it is necessary to postpone graduation.

Class Attendance

The college respects the classroom as the center of college life. Students are expected, accordingly, to attend classes with regularity. The attendance policy is published in the *Student Handbook.*

Transfer from Junior College Program to Teacher Education

Students who complete two years in the junior college program and later wish to transfer to the teacher education program must make application for such a change. The appropriate form may be secured from the Dean of Instruction. The Committee on Admissions and Standards reviews the applications before approval is granted. The change of status will be made effective as of the next college year. In some instances such transfer may necessitate an additional semester in college to complete graduation requirements of the teacher education program.

Withdrawal from College

Any student who finds it necessary to withdraw from college during any period of instruction must secure a withdrawal card from the Registrar, secure the signature of the Dean of Instruction, the Counselor to Men or to Women, and a parent or guardian if the student is under twenty-one years of age. When the student has signed this withdrawal card and filed it with the Registrar, the Business Office will be notified. Students residing in dormitories will be held responsible for checking out with the Supervisor of Residence. *A student failing to execute properly the official withdrawal card will forfeit the right to honorable dismissal and refunds.*

When a student withdraws after the midsemester, the instructor in each course will mark the class card at the time of withdrawal WP, indicating passing, or WF, indicating failing. The grades will be made a part of the permanent record.

Transcript of Record

One official transcript of a student's record will be issued free of charge. A fee of $1.00 will be charged for subsequent copies of the student's scholastic record. The fee must be paid before the transcript is issued. An official transcript will be sent only at the written request of the individual and directed to the person or institution designated. Official transcripts are not issued to the individual student or graduate. All financial obligations to the college must be met before a transcript is issued.

Length of Attendance

Only in unusual cases may a student remain in the junior college program longer than four semesters, or in the teacher education program longer than eight semesters. Any requests for deviation from this plan must be submitted to the Committee on Admissions and Standards a month prior to the end of the semester.

Student Life and Activities

Orientation

The college has devised certain aids for the student in his college career the first of which is Orientation Week; S.T.C. believes that orientation is a two-way process, so that period is devoted to introducing the college to the freshman and the freshmen to the college. A personnel record of each student is begun, and throughout his years in college is maintained to serve as a source of information about him academically, socially, and personally in order to provide optimum aid in counseling. A battery of tests is administered and a profile of each student made which in terms of his previous education and capacities is used to help him better understand himself.

A second aid in self-understanding and self-direction is Orientation 100. The center of the course is in the development of study techniques. In addition a personality inventory is made, standards of social competence are discussed, and problems peculiar to the college age are anticipated and discussed.

Running throughout the four years of college is a counseling program. During the first two years it centers on the student's orientation to higher education and its impact on him as an individual; counseling the last two years is concerned with orientation toward the profession. Upon registration each student is assigned by the Dean to an academic adviser who helps the student in scheduling and is otherwise an adviser in curricular matters. Personal counseling is available through the offices of the Counselor to Men and Counselor to Women. Referral for specialized counseling is made to the appropriate person or resource.

Students are urged to see their instructors at private conferences in order to avail themselves of the invaluable help such conferences can be academically and personally.

Honors

An Honors Assembly is held in the spring. On this occasion public recognition is made of those students whose high academic averages have placed them on the Dean's List, and, for their entire college career, of the senior Most Scholarly Man and Most Scholarly Woman. Achievement keys are awarded to not more than five percent of the student body with high scholastic averages and an accumulation of the highest number of honor points for participation and leadership in extra-curricular activities. Certificates are awarded to a limited number of seniors whose names are included in the annual national publication *Who's Who Among Students in American Universities and Colleges* for their distinguished college records both in the academic and civic aspects of college. Recognition is also given to the two senior recipients of the highest honor accorded by popular vote of the student body, "Mr. S.T.C." and "Miss S.T.C."

Residence Accommodations

Residence accommodations are provided for both men and women, each dormitory having a supervisor in residence. Each room accommodates two students; the women's dormitory has a lounge on each floor, and the men's dormitory has both a lounge and a game room. Residents are organized as dormitory associations with constitutions designed for self-government.

Each student must bring blankets, four sheets, a pillow, two pillow cases, two mattress pads, three bath towels, three hand towels and bath cloths. The college has bathroom and bedroom linen laundered weekly. Facilities for personal laundry are provided in each dormitory.

Students also furnish curtains, scatter rugs, and lamps. They may bring a table radio and record player (but not a Hi-Fi system). Any other furnishings must be approved by the residence supervisor. Wall decorations may be fastened to the wall only with adhesive hangers. Nails, scotch tape, and thumb tacks are prohibited. No pets of any kind are allowed in the dormitory.

Infirmary

The college maintains a nurse's office for all students and an infirmary for women under the supervision of a registered nurse who treats minor illnesses and who recommends when needed examination by a local physician, hospitalization, or care of the student at his home. The college does not assume any financial obligation for illnesses or accidents; students are urged to carry accident insurance (see Expenses p. 25) and hospital in surance. Since there is no college physician, each student specifies the attending physician.

Student Activity Center

The Student Activity Center is located in the basement of the Administration Building. It houses the bookstore, post office, and the snack bar. It is under the direction of a faculty member and its policies are made by a faculty-student committee.

The center is not designed for profit-making and all prices are so adjusted. If profits accrue, however, the Student Activity Center Committee recommends the use to which they be put.

Mail

Each student is assigned a mail box, located in the Student Activity Center, through which mail is distributed to him once each day. The box number should be used in addressing mail.

Automobiles

Students who expect to drive cars onto the campus during the college year are required to register the car in the business office. A sticker, designating the parking area assigned, will be made available and must be

displayed on the rear window of the car. Students will be held responsible for parking in their assigned places.

Women students may keep cars only upon the request of their parents.

Student Government Association

The Student Government Association is the organization to which all regularly enrolled students automatically belong.

It is designed to provide opportunity for college students to develop the ability to examine and solve problems common to a democratic group. Its purpose parallels the personnel philosophy of the college, which holds that maturity is measured by the ability of the individual or group to identify and solve its own problems.

The Student Government Association Board is composed of two elected representatives from each of the four classes and the Executive Committee (the chairman of the Social Committee and four officers, all elected by popular vote of the student body). All campus organizations whose constitutions have been approved by the S.G.A. Board are corporate members of the board. There are two faculty advisors. The Board considers budget requests of all member units and allocates funds, subject to administrative approval. It holds the right of judgment over the quality and quantity of activity carried on by member units.

The Athletic Associations

There are two athletic associations, the Men's Athletic Association and the Women's Athletic Association. In conjunction with the directors of physical education the two associations through their Boards plan the athletic activity of the college. Each group plans an intercollegiate program and an intramural program. The sports which are engaged in by men are soccer, basketball, baseball, softball, volleyball, tennis, boxing, wrestling, and track. A Gym Club is another project of the Men's Athletic Association. It is concerned with the development of gymnastic skills. Sports engaged in by women are hockey, basketball, volleyball, tennis, and golf. The Women's Athletic Association produces the annual May Day program.

The athletic program of the college is financed by the athletic fee charged each student.

The Christian Association and Other Religious Groups

The Christian Association is organized to provide opportunity for spiritual growth for all students who care to join. Its yearly program is designed to meet the needs of the members through monthly meetings and special groups, and to provide certain programs for the student body.

The Board of the Christian Association is composed of its officers and the presidents of the denominational groups on the campus—the Baptist Student Union, the Canterbury Club, the Newman Club, and the Wesley Foundation.

The College Chorus

The College Chorus is the organization of students chosen for their superior voices who enjoy singing and choral music. The Chorus, which carries one-half credit, meets twice a week. Attendance for credit is compulsory.

The Chorus works throughout the year with classic and semi-classic music. Its varied repertoire includes both the old and the new. From the Chorus is organized the Ladies' Ensemble, a group of sixteen women's voices which develops a larger repertoire. Both groups make several public appearances both on and off the campus as guests of various clubs.

Cultural Affairs Committee

The Cultural Affairs Committee exists on the campus to arrange for a program of extraclass cultural experiences. It attempts to bring to the students in lecture, concert, and exhibit form the essence of what is significant in the arts, public affairs, education, and science.

Four concerts of the Columbia Concerts Series, sponsored by the Salisbury Community Concert Association and two concerts by the Baltimore Symphony Orchestra, sponsored by the Eastern Shore Symphony Association, are presented each season in the college auditorium. College students have the privilege of attending these concerts.

The Cultural Affairs Committee is composed of faculty and student representatives.

Dormitory Associations

All students living in the college dormitories are automatically members of the dormitory associations. They have established and adopted through their constitutions a code of democratic conduct for the residence halls, and it is the obligation of the groups to carry out their policies. Routine matters of dormitory constitutions and matters involving ethical or moral conduct are subject to administrative approval or action.

The Evergreen

The *Evergreen* is the college yearbook. It is financed basically by funds from the student activity fee. The purpose of the publication is to present in pictorial and artistic manner a summary of the year's activities and achievements.

The Holly Leaf

The Holly Leaf is the college newspaper published by a student staff and financed through the student activities fee. The frequency of publication is determined at the start of each year. Its policy is to present in an unbiased objective manner all campus news.

Future Teachers of America

A chapter of Future Teachers of America is open to all teacher education students. The president is elected from the senior class; the other

officers may be chosen from any class.

The purpose of the chapter is to develop an enlightened professional attitude among its members. Its programs are educational in nature, serving to broaden a prospective teacher's acquaintance with aspects of teaching beyond the area of instruction. The chapter sends delegates to the annual meeting of the Eastern States Association of Professional Schools for Teachers, and to state meetings. It is a member of both the Maryland Association F.T.A. and the National Student N.E.A.

The Photography Club

The Photography Club has as its purpose the development of interest and skill in the various aspects of photographic art. Regular monthly meetings are built around demonstrations and discussions of the use of the camera. A dark room is maintained by the Club where members may develop their own snapshots.

The Social Committee

The Social Committee has as its purpose the planning and provision of a balanced program of social activity. It initiates the framework of a year-long schedule of events, both informal and formal, part of which it sponsors and part of which it assigns by mutual agreement to various organizations on the campus. It also serves as a clearing-house for the miscellaneous social activities that occur during a college year. The Committee maintains a public calendar of events.

The social competence program of the college is partially implemented through the work of the Social Committee. It maintains standards for college social functions and sets up specific regulations for their control in terms of these standards.

The Sophanes Players

The student dramatic organization, the Sophanes Players, is responsible for producing campus theatre. Any student in the college may become a member.

College Curricula

TEACHER EDUCATION CURRICULUM

Courses which are required of all students in the teacher education curriculum are listed below, arranged sequentially by semesters. Insofar as possible students should follow this suggested sequence.

In addition to the required 65 hours of general education and 35 hours of professional education, 28 hours of electives are provided. This affords prospective teachers the opportunity (1) to select an area of subject matter concentration in addition to a professional emphasis, elementary or junior high school teaching; (2) to develop greater depth and proficiency in a subject matter area beyond the general education requirements; (3) to plan, with faculty guidance, a balanced program of electives on the basis of student needs rather than merely on credit hours required for graduation. Not more than half of the 28 hours may be elected in any one field. At the present time students may plan with their advisor an area of concentration in the following fields: English, mathematics, science, or social sciences. Those students who do not elect an area of concentration will elect courses in several fields with the guidance of a faculty advisor.

The Bachelor of Science degree and a certificate for teaching in the elementary schools of Maryland will be granted when the student has satisfactorily completed the requirements of the curriculum in elementary education.

The Bachelor of Science degree and a certificate for teaching in the junior high schools of Maryland will be granted when the student has satisfactorily completed the requirements of the curriculum in junior high school education.

An out-of-state student wishing to qualify for a teaching certificate in a state other than Maryland should ascertain whether the program at this college will satisfy fully the requirements for certification in that state. It is suggested that this be done as early in the college program as possible. It is to be understood, however, that each student is responsible for planning a program to meet the specified requirements of this college and for Maryland certification.

ELEMENTARY EDUCATION

Freshman Year

First Semester	Sem. Hrs.
English 101, Composition	3
History 101, European	3
Science 101, Biological	3
Mathematics 103 Fundamental Concepts of Arithmetic	3
Art 101, Fundamentals of Design	2
Physical Education 101, Activities	1
Orientation 100, Orientation to College	0
	15

Second Semester	Sem. Hrs.
English 102, Composition	3
History 102, European	3
Science 102, Biological	3
English 103, Speech	2
Health Education 102, Physiology	3
Physical Education 102, Activities	1
Music 104, Literature	2
	17

Sophomore Year

First Semester	Sem. Hrs.
English 201, English Literature	3
History 201, United States	3
Geography 201, Elements	3
Science 201, Physical	3
Psychology 201, General	3
Physical Education 201, Activities	1
	16

Second Semester	Sem. Hrs.
Education 101, Introduction to Education	1
History 202, United States	3
Geography 202, Elements	3
Science 202, Physical	3
Physical Education 202, Activities	1
Electives	5-6
	16-17

Junior Year

First Semester	Sem. Hrs.
Art 301, Fine and Industrial	2
Education 313, Social Studies in Elementary School	2
Music 303, Fundamentals	2
Psychology 301, Child Growth and Development	3
Physical Education 301, Methods	1
Electives	6
	16

Second Semester	Sem. Hrs.
Education 308, Music in Elementary School	2
Education 312, Science in Elementary School	2
Education 316, Language Arts in Elementary School	2
English 301, American Literature	3
Physical Education 302, Teaching	1
Electives	6
	16

Senior Year

First Semester	Sem. Hrs.
Education 302, Teaching of Art	2
Education 317, Language Arts in the Elementary School	2
Education 405, Mathematics in the Elementary School	2
Electives	9-11
	15-17
or	
Education 401-402 Directed Teaching	16

Second Semester	Sem. Hrs.
Education 401-402 Directed Teaching	16
or	
Education 302, Teaching of Art	2
Education 317, Language Arts in the Elementary School	2
Education 405, Mathematics in the Elementary School	2
Electives	9-11
	15-17

JUNIOR HIGH EDUCATION

Freshman Year

First Semester	Sem. Hrs.
English 101, Composition	3
History 101, European	3
Science 101, Biological	3
Mathematics 103, Fundamental Concepts of Arithmetic	3
Art 101, Fundamentals of Design	2
Physical Education 101, Activities	1
Orientation 100, Orientation to College	0
	15

Second Semester	Sem. Hrs.
English 102, Composition	3
History 102, European	3
Science 102, Biological	3
English 103, Speech	2
Health Education 102, Physiology	3
Physical Education 102, Activities	1
Music 104, Literature	2
	17

Sophomore Year

First Semester	Sem. Hrs.
English 201, English Literature	3
History 201, United States	3
Geography 201, Elements	3
Science 201, Physical	3
Psychology 201, General	3
Physical Education 201, Activities	1
	16

Second Semester	Sem. Hrs.
Education 101, Introduction to Education	1
History 202, United States	3
Geography 202, Elements	3
Science 202, Physical	3
Physical Education 202, Activities	1
Electives	5-6
	16-17

Junior Year

First Semester	Sem. Hrs.
Education 303, Jr. High School Curriculum	3
Education 330, Guidance	2
English 301, American Literature	3
Electives	7-9
	15-17

Second Semester	Sem. Hrs.
Education 318 and Education 328, English and Social Studies in Jr. High School	
or	
Education 320 and Education 322, Science and Mathematics in Jr. High School	4
Music 303, Fundamentals	2
Psychology 302, Psychology of Adolescence	3
Electives	6-8
	15-17

Senior Year

First Semester	Sem. Hrs.
Art 301, Fine and Industrial	2
Education 304, Reading in Jr. High School	3
Education 307, Audio-visual Materials and Methods	2
Electives	9
	16
or	
Education 401-402, Directed Teaching	16

Second Semester	Sem. Hrs.
Education 401-402, Directed Teaching	16
or	
Art 301, Fine and Industrial	2
Education 304, Reading in Jr. High School	3
Education 307, Audio-visual Materials and Methods	2
Electives	9
	16

JUNIOR COLLEGE CURRICULUM

Students admitted to the junior college program of the State Teachers College are afforded an opportunity to obtain academic subjects which fit into the general education of the freshman and sophomore years at other institutions of higher education or complete the requirements for the degree of Associate in Arts. It is the responsibility of a transfer student to select courses which will be applicable to the curriculum of the institution to which he plans to transfer. It is essential that the transfer student ask advice and information on transfer credits from the director of admissions or registrar at the institution of his choice before registering at State Teachers College, Salisbury. In this way a student will be in a better position to plan a program insofar as course offerings and class schedule permit, and at the same time he will know if the courses he has selected will be acceptable for transfer.

Many programs have certain courses in common. Listed below is a general program indicating the subject fields usually represented.

Freshman Year

First Semester

Subject	Sem. Hrs.
English Composition	3
Mathematics	3
Science	3-4
Romance Language or	3
Elective Social Sciences	3
Physical Education	1
	16-17

Second Semester

Subject	Sem. Hrs.
English Composition	3
Mathematics	3
Science	3-4
Romance Language or	3
Elective Social Sciences	3
Physical Education	1
	16-17

Sophomore Year

First Semester

Subject	Sem. Hrs.
English Literature	3
Social Sciences	3
Psychology	3
Romance Language or	3
Elective Mathematics, Science, or Elective	3-4
Physical Education	1
	16-17

Second Semester

Subject	Sem. Hrs.
English Literature	3
Social Sciences	3
Speech	2
Romance Language or	3
Elective Mathematics, Science, or Elective	3-4
Physical Education	1
	15-16

The degree of Associate in Arts is conferred upon any transfer student so desiring who completes a planned program with 60 semester hour credits exclusive of physical education and whose cumulative average is C (2.0) or better.

COOPERATIVE NURSES TRAINING PROGRAM

PENINSULA GENERAL HOSPITAL

School of Nursing

State Teachers College offers several courses to student nurses in the School of Nursing of The Peninsula General Hospital. The content of these courses is designed to supplement with didactic work in the various fields of instruction the clinical training afforded at the School of Nursing. Prospective students desiring admission to this program should write to the Director of the School of Nursing, Peninsula General Hospital, Salisbury, Maryland, for an application form.

Degree Requirements

The student's advisor assists in the planning of a program, but the final responsibility for meeting the requirements for graduation rests with the student.

Bachelor of Science

A student to be eligible for the degree of Bachelor of Science must present:

1. College credit of one hundred twenty-eight semester hours
2. Credit in the required courses of the curriculum he has elected
3. A minimum cumulative average of 2.00
4. A satisfactory record in his student teaching experience
5. A satisfactory demonstration of qualities which are basic to the ethical standards necessary in the teaching profession
6. Record of attendance at the college for at least one college year during which the last thirty semester hours of credit were earned

Associate in Arts

A student to be eligible for the degree of Associate in Arts must present a planned program totaling sixty semester hours of credit with a minimum scholastic grade point average of C (2.0). Physical education credits are not to be counted in the total for the degree. The last thirty semester hours must be completed in residence.

Elementary Education

Subject	Semester Hour Credits	
Art:		
Fundamentals of Design	2	
Fine and Industrial	2	
		4
Education:		
Elementary School Curriculum Materials and Methods	14	
Directed Teaching	16	
Physical Education	2	
Child Growth and Development	3	
		35
English:		
American Literature	3	
Composition	6	
English Literature	3	
Speech	2	
		14
Geography:		
Elements	6	
		6
History:		
European	6	
United States	6	
		12
Mathematics:		
Fundamental Concepts of Arithmetic	3	
		3
Music:		
Literature	2	
Fundamentals	2	
		4
Physical and Health Education:		
Physical Education Activities	4	
Physiology	3	
		7
Psychology:		
General	3	
		3
Science:		
Biological	6	
Physical	6	
		12
Electives	28	
		28
Total		128

Junior High Education

Subject	Semester Hour Credits	
Art:		
Fundamentals of Design	2	
Fine and Industrial	2	
		4
Education:		
Junior High School Curriculum and Methods	14	
Directed Teaching	16	
Education Elective	2	
Adolescent Psychology	3	
		35
English:		
American Literature	3	
Composition	6	
English Literature	3	
Speech	2	
		14
Geography:		
Elements	6	
		6
History:		
European	6	
United States	6	
		12
Mathematics:		
Fundamental Concepts of Arithmetic	3	
		3
Music:		
Literature	2	
Fundamentals	2	
		4
Physical and Health Education:		
Physical Education Activities	4	
Physiology	3	
		7
Psychology:		
General	3	
		3
Science:		
Biological	6	
Physical	6	
		12
Electives	28	
		28
Total		128

Description of Courses

The credit value of each course is designated in parentheses under the course title. The unit of credit is the semester hour which represents one lecture or one laboratory period a week for one semester. Length of periods: lecture, 50 minutes; laboratory, two or three 50 minute periods as indicated.

Courses on the one and two hundred level are primarily for freshmen and sophomores and three and four hundred level courses are primarily for upperclassmen.

All nonrequired courses are offered subject to sufficient enrollment.

NON-DEPARTMENTAL COURSE

Mrs. Fleming

Orientation 100, Orientation to College
1 hour per week, nine weeks. (No credit.)

Required of all freshmen as an introduction to college. Acquaints freshmen with the purposes of college and assists them in adjusting to their new responsibilities in the field of higher education. Attention is directed especially to college resources available to the student, the development of study techniques, and to the students' function in the college community.

ART

Miss Purnell

Art 101, Fundamentals of Design
3 hours per week. (Credit, 2 hours.)

The course comprises a study of the space arts from the point of view of balance, proportion, rhythm, and harmony, to develop an understanding of composition and design as expressed in several art materials.

Art 301, Fine and Industrial
3 hours per week. (Credit, 2 hours.)

This course is designed to develop basic skills in art expression through the use of constructive materials and tools. Emphasis is placed on design, skill in interpreting directions, quality and style of production and their apparent value and use. A brief study of the historical background of handicrafts is included.

Art 302, Crafts
4 hours per week. (Credit, 2 hours.)

Experiences in the handling of many types of materials and the skills involved in the use of them. Creative ability and originality are prime assets. This course is especially valuable to those students who expect to do recreational activities with groups of children.

Prerequisite: Art 101, Art 301.

Art 403, History
2 hours per week. (Credit, 2 hours.)

This course traces the development of architecture, sculpture, painting and the minor arts from primitive to modern times. Art ages and artists are studied to show the progress made. Suitable use is made of slides and other illustrative material.

EDUCATION

Mr. DiVirgilio, Dr. Dunlap, Dr. Stevens

Education 101, Introduction to Education
1 hour per week. (Credit, 1 hour.)

An introduction to the American school system with some reference to its historical evolution, present structure, and functions. Attention is directed to the structure and administration of the Maryland school system at the state and county levels. Special consideration of the nature and functions of the elementary and junior high schools is intended as an aid to the prospective teacher's selection of the teaching level for which he wishes to prepare.

Education 302, The Teaching of Art
2 hours per week. (Credit, 2 hours.)

The course includes laboratory activities, lecture, observations and some teaching of art in the Campus Elementary School. The time is utilized in learning to handle art materials and problems suitable to adaptation in the public schools.

Education 303, The Junior High School Curriculum
3 hours per week. (Credit, 3 hours.)

This basic course in the junior high school curriculum is required of all students in junior high school education. The major topics emphasized are: purpose of education, history and philosophy of the junior high school, curriculum development and organization, nature of the junior high school program and educational experiences, group planning and work, and principles of teaching and learning.

Education 304, Reading in the Junior High School
3 hours per week. (Credit, 3 hours.)

This course deals with the principles of reading instruction and the factors which condition the development of reading skills. Diagnostic and remedial techniques which are appropriate at the junior high school level are treated in detail. The findings of recent experimentation and research are applied to problem cases.

Education 307, Audio-visual Materials and Methods
3 hours per week. (Credit, 2 hours.)

The philosophy underlying the use of audio-visual aids in modern classroom procedures forms the approach to this course. Types of aids and their relation to units of work in the elementary school curriculum and to the core curriculum in the junior high school are considered in a practical way.

Education 308, Music in the Elementary School
2 hours per week. (Credit, 2 hours.)

A course in the organization and procedures of music in the elementary grades. It is a program of the study of the child's development in music as an integrated experience. It includes a study of the child voice, song repertory, rhythm, pre-instrumental activities, dramatic play, discriminating listening, creative expressions, developing reading readiness, and choir procedures. Opportunities are given for surveying recent materials and equipment in the field, observing in the elementary school, and practice in presenting some of the techniques discussed.

Education 312, Science in the Elementary School
2 hours per week. (Credit, 2 hours.)

Problems, exercises, and discussion designed to improve the student's ability to use science in the achievement of aims of the elementary school. Consideration is given to the selection and organization of pertinent material from the fields of the natural sciences. Problems set up in the course are related to typical public school situations as they are known to exist in Maryland.

Education 313, Social Studies in the Elementary School
2 hours per week. (Credit, 2 hours.)

This course is planned to prepare students to teach those social studies which are required in the elementary school. To that end, much practice is given in the selection of subject matter for the various grades of the elementary school, and in the organization of that subject matter into appropriate units of work. Opportunity is also given for the observation of social studies classes in the elementary school. Students are urged to make collections of pictures, stories, and other illustrative materials in the field of elementary school social studies.

Education 316, 317, Language Arts in the Elementary School
2 hours per week for two semesters. (Credit, 4 hours.)

The role of all facets of the language arts in the lives of children is considered. Materials and techniques in teaching reading, writing, speaking, and spelling are evaluated in the light of scientific findings and modern practice. Emphasis is placed on the teaching of reading. Opportunities are provided for observation in the Campus Elementary School and for limited participation with selected types of activities. Education 316 is prerequisite for Education 317.

Education 318, English in the Junior High School
2 hours per week. (Credit, 2 hours.)

Attention is given to the problems in modern English usage with particular reference to classroom problems in teaching the language arts to junior high school pupils. An attempt is made to show the value of creative work as a means of promoting skill and pleasure in communication. Students are given an opportunity to organize materials of instruction around centers of interest, and to understand children's learning problems through contact with pupils in the elementary school. The principles underlying the teaching of language are thus developed in their functional

relationships. Emphasis is placed on the self-development of each student in skills involved in oral and written language.

Education 320, Science in the Junior High School
2 hours per week. (Credit, 2 hours.)

Students are given experience in organizing and teaching science at the junior high school level. This training will include preparation for the three phases of such a science teacher's job: the teaching of science as a separate subject; participating in the core program, which includes science; and serving as a consultant in science teaching. Student participation is emphasized and includes the planning of units. Wide application is made of the visual aids with the student gaining experience in their use with the class.

Education 322, Mathematics in the Junior High School
2 hours per week. (Credit, 2 hours.)

Cooperative development of philosophy of mathematics in junior high schools of today with implications for content and method. Organization of teaching units, observation and evaluation of teaching in situations at junior high school level.

Education 323, Music in the Junior High School
3 hours per week. (Credit, 3 hours.)

A course in the organization and procedures of a music program for adolescent youth. The course includes a study of the social and aesthetic aspects of music in relation to social and community life. The study covers the choice, interpretation and methods of presentation of standard and contemporary choral and instrumental music to unselected student groups for singing and listening. Consideration is given to the materials and activities appropriate for elective and specialized aspects of the music program such as the changing voice, voice testing and part singing. These are given special attention.

Education 327, Juvenile Literature
3 hours per week. (Credit, 3 hours.)

This course is planned especially for students preparing to teach in a junior high school. Students are guided to survey types of literature suited to junior high school pupils, to study the reading interests of boys and girls, and to investigate methods of presenting materials in order that they may guide, stimulate, and direct with understanding the classroom periods and outside reading interests of their pupils. Opportunity is given for wide reading to enrich backgrounds for teaching and to heighten the pre-service teacher's appreciation of the best in children's literature.

Education 328, Social Studies in the Junior High School
2 hours per week. (Credit, 2 hours.)

This course is planned to prepare students to teach those social studies required in the junior high school. Consideration is given to the selection of social studies materials and their presentation in the junior high school. Particular attention will be paid to the activity programs suitable to the development of national and international understandings in the fields of history, geography, government, and politics.

Education 330, Guidance
2 hours per week. (Credit, 2 hours.)

A basic course in the principles of guidance and related pupil-personnel services for elementary and junior high school teachers. Its purpose is to develop a concept of guidance which will enable teachers to see the relation of guidance to other phases of education. The meaning and purpose of guidance, methods of investigation in guidance, methods of guiding students, organization of guidance services in public schools, and common adjustment problems of youth are the major areas studied.

Education 401, 402, Directed Teaching
Daily, full day. (Credit, 16 hours.)

Students are placed in directed teaching centers on the campus or in nearby public school systems. They have opportunities to observe teaching, to participate in work with children, to teach in the elementary and junior high schools, and to participate in many activities for which regularly employed teachers are responsible.

Besides participating and teaching, the work of the student teacher includes individual and group conferences with training teachers and supervisors. Guidance is given students in selecting materials, in organizing units for teaching purposes, and in interpreting them in terms of guiding children in the total educative process. Reasonable skill in teaching techniques is required of each student, and an effort is made to enable him to develop a teaching personality and an understanding of the principles of education in practice.

Education 403, Children's Literature
3 hours per week. (Credit, 3 hours.)

Students planning to teach in grades one to six inclusive, will enroll for this course. It is designed to enrich backgrounds for teaching literature. Topics selected for study include: literature in the education of the child, literature as a part of units of work, and as a leisure time pursuit; a critical evaluation of standard and contemporary literature by age levels; and a study of the techniques of presenting materials that develop in children the love of reading and good literature.

Education 404, History and Philosophy
3 hours per week. (Credit, 3 hours.)

The major objective of this course is to assist the student in the organization, interpretation, and evaluation of his professional experiences in the light of the origin and development of organized education.

Education 405, Mathematics in the Elementary School
2 hours per week. (Credit, 2 hours.)

The course emphasizes mathematics as the quantitative experience of the race, and is organized into three parts: first, the origin and development of the number system, the purpose of which is to give a basic understanding of the principles and practices of calculation; second, the methods of teaching the memorization of the necessary number facts and the four fundamental processes; and third, the social significance of mathematics,

covering such topics as common and decimal fractions, percentage and its applications, area and volume, taxes, insurance, commission and other forms of income. Meaning is emphasized throughout the course.

Education 407, Reading Disabilities
3 hours per week. (Credit, 3 hours.)

This course includes a study of the analysis and the correction of the common reading disabilities. The program of work includes: points of view regarding retardation; factors underlying the causes of reading difficulties; the relation of reading to growth; the selection of reading materials and techniques in relation to individual needs; and programs for corrective measures in a laboratory situation.

ENGLISH

Mr. Burnet, Dr. Elderdice, Mrs Fleming

English 101, 102, Composition
3 hours per week for two semesters. (Credit, 6 hours.)

This course emphasizes proper methods of selecting, planning, writing, and revising the materials of composition — the sentence, the paragraph, and the theme. Usage, sentence structure, punctuation, and diction are taught as a means toward correct, clear, and effective writing. Considerable attention is given to the study of literature, chiefly contemporary and, in the second semester, to the research paper.

English 103, Speech
2 hours per week. (Credit, 2 hours.)

This course affords the student an opportunity to develop skill and poise in the oral presentation of thought. Each student delivers speeches before an audience of his fellows, and receives criticism upon his ability to analyze his subject, to select and arrange his ideas, to secure the interest and consent of his hearers, and to speak with simplicity, clarity, and correctness. Emphasis is placed upon pronunciation, enunciation, voice, phrasing, posture, platform manners, parliamentary procedure, and the organization of panel and other forms of group discussion. Individual oral interpretation of various selections from literature is required.

English 201, English Literature
3 hours per week. (Credit, 3 hours.)

This course is a survey of English literature from the earliest times through the period of Johnson and Boswell. The selections — both poetry and prose — are studied not only from the purely esthetic standpoint, but also within the context of the times in which they were written.

Required of all students.

English 202, English Literature
3 hours per week. (Credit, 3 hours.)

This course is a survey of English literature from the pre-Romantic Period to the present. The selections — both poetry and prose — are studied not only from the purely esthetic standpoint, but also within the context of the times in which they were written.

English 205, World Literature
3 hours per week. (Credit, 3 hours.)

This course is a survey of European literary masterpieces from the earliest times to the present day. Intensive study is made of the *Iliad*, the *Odyssey* and of the plays of Aeschylus, Sophocles, Euripides and Aristophanes. Lyric poetry of Greece, Rome, and of modern continental countries is studied. The course is intended to bring students into touch with the masterpieces of world literature and with the conditions which produced them in order that they may read with better understanding their own literature.

English 301, American Literature
3 hours per week. (Credit, 3 hours.)

Special attention is given to the backgrounds that have made American literature a distinct growth. Types and ideas are stressed. Consideration is given to divergent movements and writers from the pre-Revolutionary papers of John Smith through contemporary materials by such authors as Steinbeck, MacLeish, and O'Neill.

English 302, The American Novel
3 hours per week. (Credit, 3 hours.)

This course is a study of outstanding American novels, from Cooper's *The Prairie* through Marquand's *The Late George Apley*. Included also are novels by Hawthorne, Melville, Twain, James, Crane, Dreiser, Anderson, Fitzgerald, Glasgow, Hemingway, Steinbeck, and Faulkner.

English 402, Modern Comparative Drama
3 hours per week. (Credit, 3 hours.)

This is a study of European and American dramatists from Ibsen to O'Neill. The purpose of this course is to acquaint the student with the rise of the drama of ideas, to help him trace the modern movements of naturalism, symbolism, and expressionism, and to study the influences of one national drama upon another and to compare their techniques.

English 403, The English Novel
3 hours per week. (Credit, 3 hours.)

This course is a study of outstanding English novels, from Defoe through Waugh and Greene. Included also are novels by Fielding, Smollett, Austen, Scott, Dickens, E. Bronte, Eliot, Trollope, Hardy, Butler, Stevenson, and Conrad.

English 404, Play Production
3 hours per week. (Credit, 3 hours.)

An introductory survey of the technical aspects of producing plays, involving choice, analysis and casting of a script; acting and direction of several scenes from a play; all the paper work associated with designing and planning scenery, properties, costumes, lighting and makeup; practical work in building scenery, applying makeup and handling lighting equipment; examination of standard practices in business and house management, and in the organization of theatrical groups.

English 405, Shakespeare
3 hours per week. (Credit, 3 hours.)

This course is an intensive study of selected plays of Shakespeare with special attention to matters of textual criticism, characterization, dramatic technique, and of the biographical, literary, and theatrical background of the author's work.

GEOGRAPHY

Mr. Farace

Geography 201, 202, Elements
3 hours per week for two semesters. (Credit, 6 hours.)

These courses comprise a study of the factors of the natural environment, their interactions, and their appraisal and utilization by man to satisfy his needs. They aim to build an appreciation of the types of civilization which have developed in different environments and of the ways in which the natural balance can be disturbed through the productive and exploitative activities of mankind. A study of the earth as a whole and in its relation to other bodies in the solar system forms an integral part of this course. A thorough study of the diverse regions of the world is made, with emphasis on the interrelationships between plant, animal, and human life and the natural environment. Map readings and interpretation are stressed as tools of geographical thinking and expression.

Geography 203, 204, Economic
2 hours per week for two semesters. (Credit, 4 hours.)

A world survey and analysis of agriculture, manufacturing, transportation, trade, mining and forestry.

Geography 302, Regional Geography of the United States and Canada
3 hours per week. (Credit, 3 hours.)

A regional study of the United States and Canada which treats the areal differentiation within the continent. The course emphasizes the interplay of the various cultural and physical features of the landscape. A portion of this course gives special treatment to the geography of Maryland.

Geography 304, Regional Geography of Europe
3 hours per week. (Credit, 3 hours.)

A regional study of Europe including the U.S.S.R. Emphasis is placed upon the regional differentiation and complexity of the continent. Some special treatment is given to the present geo-political problems of Europe.

Geography 306, Regional Geography of the Far East
3 hours per week. (Credit, 3 hours.)

A regional study of Asia including China, Japan, India and Southeast Asia. Emphasis is given to the interplay of physical and cultural features in the landscape which result in the regional diversity of the continent. The problems of a changing Asia are stressed in terms of geography.

Geography 308, Regional Geography of Latin America
3 hours per week. (Credit, 3 hours.)

A regional study of Latin America including the Caribbean. The interplay of physical and cultural elements and their reflection in the regional patterns is stressed. The interdependence of South America and North America is treated geographically.

Geology 201, Principles
3 hours per week. (Credit, 3 hours.)

This course deals with landform analysis. Treatment is given to the agents of erosion and deposition: water, wind and ice and to the internal forces which leave visible evidences on the earth's surface. The approach is genetic rather than descriptive and some emphasis is given to the reflection of landforms in man's cultural patterns.

Prerequisite: Geography 201.

Meteorology 102, Principles
3 hours per week. (Credit, 3 hours.)

The first half of the course treats individual weather phenomena including primary and secondary circulation patterns, the mechanics of rainfall, pressure, the wind. The latter portion of the course brings together the individual elements in order to display their reflection in the regional differentiations and similarities of climatic patterns over the world.

Prerequisite: Geography 201.

HEALTH AND PHYSICAL EDUCATION

Mr. Maggs, Dr. Whitney

Health Education 102, Physiology
3 hours per week. (Credit, 3 hours.)

This course aims to help the student gain knowledge of the elements of anatomy and physiology which serve as a basis for understanding individual health practices; to recognize particularly his own health problems and those common to individuals of his age; and to prepare himself through knowledge of the structure and function of various tissues for the study of psychology and other courses in health education.

Health Education 402, The School Child
3 hours per week. (Credit, 3 hours.)

The course aims to acquaint students with the health needs of pupils and to prepare them to deal intelligently with common situations involving the health of pupils. The course covers the relation to the health of the school child of such environmental factors as sanitation of the school plant and the ventilation and lighting of school rooms; the importance of the services of public health clinics and of close cooperation with the school physician and nurse; the knowledge of the defects and diseases, communicable and noncommunicable, frequently found among children of school age; the methods of preventing some of the common infectious diseases, and practice in interpreting the medical records of pupils; the need for a well-

balanced program of studies and physical activity during the school day; some understanding of the principles underlying health education in the elementary school and the selection of materials and methods appropriate for such teaching.

Physical Education 101, 102; 201, 202, Activities
2 hours per week for four semesters. (Credit, 4 hours.)

These courses provide an introduction to physical education activities and are planned to give the student a foundation for intelligent use of these activities, and for a systematic approach to other and more advanced activities. The courses should help the student to develop and maintain physical fitness; to develop personal ability in the fundamental skills and understanding of them; to develop game habits and understandings; to develop a method of learning skills and physical education activities; and to build a repertoire of physical education activities which he will use in teaching.

Physical Education 105, 106; 205, 206, Corrective
2 hours per week for four semesters. (Credit, 4 hours.)

These courses deal with the organization of programs and services in individual corrective work in different type situations. Students not admitted to physical education classes because of remedial defects may enroll.

Physical Educaton 301, 302, Methods; Teaching
2 hours per week for two semesters. (Credit, 2 hours.)

These courses outline the aims of physical education and give a brief history of physical education in the United States. Activities are planned to give the student actual practice for teaching. Subject matter is outlined for the elementary school. The material presented includes games for the playground and classroom, self-testing and rhythmic activities, posture and dramatic training.

Prerequisite: P.E. 101, 102; 201, 202, or consent of instructor.

Physical Education 401, 402, Activity Planning and Organization
2 hours per week for two semesters. (Credit, 2 hours.)

The chief topics in these courses are: play and what it means to the child; importance of organized play in school; organized games; athletic and social games; stunts and efficiency tests; track and field events; folk dancing; physical education as outlined for the State of Maryland; how to conduct a meet; how to conduct tournaments; good sportsmanship.

Prerequisite: P.E. 301, 302, or consent of instructor.

Physical Education 404, Folk Dancing
3 hours per week. (Credit, 3 hours.)

This course is sufficiently extensive to give the student a rich repertoire of dances of different nations. Progression for teaching the step combinations such as two-step, polka, waltz, and schottische will be presented and discussed. Provision will be made for the collection of background material for the presentation of folk dances. The course will include a study of natural characteristics, folk costumes, and a brief history of the dancing of each country as it is considered.

Physical Education 405, Supervised Activities
3 hours per week. (Credit, 3 hours.)

The course provides an opportunity for the student to work with children in physical education under adequate supervision of the college instructor. Observations are used to supplement the directed activities.

Prerequisite: P.E. 101, 102; 201, 202, or consent of instructor.

Physical Education 406, Administration and Coaching
3 hours per week. (Credit, 3 hours.)

The purpose of this course is to acquaint the prospective teacher of physical education activities with the areas of administration and coaching with which he will be most directly concerned.

Problems of administrative structure and procedure will be examined and discussed. The types of sports best suited to the age group taught will be studied as well as the techniques necessary to those sports.

The course is designed to summarize the past experience and knowledge in the field of physical education, and to help the student prepare (the material for practical use in a teaching situation.

Prerequisite: P.E. 101, 102; 201, 202, or consent of instructor.

MATHEMATICS

Mr. White

Mathematics 101, College Algebra
3 hours per week. (Credit, 3 hours.)

This course is planned for students who have a background in algebra. It begins with the study of quadratic equations and quadratic functions, and includes the following topics: systems of equations, ratio, proportion, variation, complex numbers, theory of equations, determinants, permutations, combinations, probability, the binominal theorem, and progressions.

Prerequisite: two semesters of high school algebra.

Mathematics 102, Trigonometry
3 hours per week. (Credit, 3 hours.)

The following topics are included in this course: the trigonometric functions and their graphs, trigonometric equations and identities, functions of two angles, logarithms, right and oblique triangles, the inverse functions, and an introduction to spherical trigonometry.

Prerequisite: one unit each of high school algebra and plane geometry.

Mathematics 103, Fundamental Concepts of Arithmetic
3 hours per week. (Credit, 3 hours.)

This is the required course in the teacher education program. It is designed to provide an understanding of the nature and function of our number system. The following topics will be considered: origin of numbers, structure of a number system, analysis of the fundamental operation, and approximate numbers.

Mathematics 105, Commercial Algebra
3 hours per week. (Credit, 3 hours.)

A practical course in college mathematics stressing particularly the application of algebra to problems in the field of business administration. Topics covered include: equations of the first degree, fractions, percentage and commercial transactions, exponents, logarithms, simple interest and discount.

Prerequisite: one year of high school algebra or the equivalent.

Mathematics 106, Mathematics of Finance
3 hours per week. (Credit, 3 hours.)

Mathematics for business administration students. Topics covered: compound interest, annuities, and perpetuities, bonds and reinvestments, sinking funds and amortization.

Prerequisite: Mathematics 105, or the equivalent.

Mathematics 108, Analytic Geometry
4 hours per week. (Credit, 4 hours.)

A study of rectangular and polar coordinate systems, graphs, lines, conic sections, curve sketching, parametric equations, transcendental functions, and introductory topics from solid analytic geometry.

Prerequisite: Mathematics 101 and 102.

Mathematics 201, Differential Calculus
4 hours per week. (Credit, 4 hours.)

Variables, functions, limits, differentiation, critical points, applications of maxima and minima, differentials, simple integration and applications including fluid pressure, curvature, polar coordinates, mean value theorem, and indeterminate forms.

Prerequisite: Mathematics 108.

Mathematics 202, Integral Calculus
4 hours per week. (Credit, 4 hours.)

Integration as a process of summation, its application to areas, volumes, arc length, centroids, moments and moment of inertia, infinite series including Macclaurin's and Taylor's series, prismodial formula and Simpson's rule, hyperbolic functions, partial differentiation and multiple integrals.

Prerequisite: Mathematics 201.

MUSIC

Dr. J. L. Fleming

Music 104, Literature
2 hours per week. (Credit, 2 hours.)

A survey course which aims to build a background that will give the average listener a better understanding and appreciation of the world's great music. The elements of music — rhythm, melody and harmony, together with tone color and form—are discussed, and their significance in

choral and instrumental compositions is illustrated. A study of the music of great composers of the world is made from two points of view: (1) music in relation to the socio-economic-politico cultural life of the period represented and (2) contributions to the development of music as an art.

Music 202, Current
3 hours per week. (Credit, 3 hours.)

In this course a study of the trends of contemporary music is made. The approach is primarily appreciative, but historical data is employed in order to draw comparisons with earlier idioms and ideologies. The influence of jazz on the modern music is discussed. The period covered is essentially that from 1890 to the present. Opportunity is offered for each student to investigate topics of special interest to him.

Prerequisite: Music 104, Literature, or approval of instructor.

Music, College Chorus
2 hours per week for two semesters. (Credit, .5 hour for each semester.)

The purpose of the College Chorus is to give any student interested in singing the opportunity to enjoy choral music; to develop musical ability, appreciation and taste; and to represent the college by performing as a whole or in small groups for civic and social gatherings in local and nearby communities, as well as in broadcasts and school assemblies, concerts, or other student and alumni affairs.

Small singing groups are organized from among the membership. Singers are chosen on the basis of their outstanding voices and musical ability.

Music 303, Fundamentals
2 hours per week. (Credit, 2 hours.)

Designed to develop understanding of and performance in basic musical skills including music reading, ear training, theory, simple harmony, rhythms, piano, voice, conducting, simple instruments.

Music 401, Creative
3 hours per week. (Credit, 3 hours.)

Designed for students particularly interested in the creative aspects of music. Elements of music analyzed and applied to original works—melodies and accompaniments for simple poems, piano selections, original poems set to music, dance forms and rhythms, original work with simple instruments. Opportunity is offered for observation and experimentation in motivating creative musical activities in the elementary school.

Prerequisite: Music 303, Fundamentals, or approval of instructor.

Music 403, History
3 hours per week. (Credit, 3 hours.)

The course in the history of music traces the development of music from the earliest times to the present. Changing theories of form and composition are studied. Outstanding compositions of major composers of the various periods are analyzed. The time covered is approximately 2000 B.C. to 1900 A.D.

PSYCHOLOGY

Dr. May

Psychology 201, General

3 hours per week. (Credit, 3 hours.)

A survey of the general principles underlying human behavior. The nervous system, perception, learning, emotion and personality are key points of emphasis. Experimental findings are constantly applied to practical situations.

Psychology 203, Psychology for Nurses

1 hour per week. (Credit, 1 hour.)

This is an introductory course in psychology especially organized for student nurses. The point of reference is regularly that of the student and practicing nurse and the environment in which her profession places her. Particular emphasis is given to problems dealing with physical, mental, and personality deviates.

Psychology 204, Applied

3 hours per week. (Credit, 3 hours.)

This course makes application of research findings in psychology to problems encountered in everyday life. Problems in business, industry, advertising, labor-management, the professions, and social relations are given special consideration.

Psychology 206, Social

3 hours per week. (Credit, 3 hours.)

In contrast to individual psychology, which considers human problems primarily from inner characteristics both native and acquired, social psychology gives major consideration to overt behavior as expressed in group situations. Emphasis is placed on the relation of the individual to the group, mass reaction and judgment, the principles of group control, and the social significance of the individual abilities and characteristics. The chief aim of the course is to enable the student to interpret social phenomena and to realize the impact of such on his own personality.

Psychology 301, Child Growth and Development

3 hours per week. (Credit, 3 hours.)

A study of the behavior patterns characteristic of children at various stages of their development and the sources from which this behavior derives. Special emphasis is placed on the interrelatedness of the child's development. To increase the practicality of the course, each student is required to make a longitudinal study of a normal child.

Psychology 302, Psychology of Adolescence

3 hours per week. (Credit, 3 hours.)

Designed especially for the teacher of adolescent students this course places emphasis on the expected behavior of the normal individual as he passes through the adolescent years on his way to adulthood. The development sequences as revealed through experimentation are studied in relation to the overall behavior of the adolescent. Observations of a specific adolescent are made by individual students throughout the semester.

Psychology 401, The Exceptional Child

3 hours per week. (Credit, 3 hours.)

A detailed study of gifted children and children with physical, emotional, and mental handicaps, including the severely mentally handicapped, and how these children may be helped to the fullest realization of their capacities.

Psychology 404, Mental Hygiene

3 hours per week. (Credit, 3 hours.)

A study of the development of the human personality and the factors influencing its growth. Emphasis is placed on the building and maintenance of a stable personality structure with special attention to critical periods from which deviations are most likely to derive. Abnormalities or deviations are considered only by way of pointing out the dangers which threaten the weak personality structure.

ROMANCE LANGUAGES

Dr. Francis

French 101, 102, Elementary

3 hours per week for two semesters. (Credit, 6 hours.)

French 101, 102 is planned for students who have had no previous study of French. The work of the two semesters covers the ground that is covered in two years of French in high school. An attempt is made to achieve balanced progress in the four phases of language use: namely, reading, writing, speaking and aural understanding of the language. At the same time, the students are introduced to France and the French people, their customs, and their cultural background.

French 103, 104, Conversation Laboratory

2 hours per week for two semesters. (Credit, 2 hours.)

These courses are planned as two hours of laboratory practice with one hour of outside study each week. A concentrated attempt is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The courses do *not* include a study of grammar except insofar as incidental grammatical explanations may be needed for the correct practicing of sentences.

These are recommended as supplementary courses both for students in the beginning course, French 101, 102, and also for those students in Intermediate French who have not yet acquired an excellent French pronunciation.

French 111, 112, Intermediate

3 hours per week for two semesters. (Credit, 6 hours.)

These courses are planned for students who have passed either two years' work in French in high school or a one-year elements course in college with a grade of C or better.

A major part of the work comprises a review of French grammar and composition, with special attention to idiomatic usages, plus the acquirement of ready facility in understanding both written and spoken French. The reading texts used vary from year to year according to the interests of the students in the class.

French 113, 114, Intermediate Conversation Laboratory

2 hours per week for two semesters. (Credit, 2 hours.)

Intensive practice in oral facility and aural comprehension on the intermediate level.

French 201, 202, Advanced French Readings

3 hours per week for two semesters. (Credit, 6 hours.)

An introduction to French literature, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of French.

Prerequisite: Intermediate French or four years of high school French.

Spanish 101, 102, Elementary

3 hours per week for two semesters. (Credit, 6 hours.)

These courses are planned for students who have had no previous study of Spanish. The work of the two semesters covers the ground that is covered in two years of Spanish in high school. An attempt is made to achieve balanced progress in the four phases of language use; namely, reading, writing, speaking and aural understanding of the language. At the same time an attempt is made to introduce the students to the life and cultural backgrounds of the Spanish-speaking people, both in Spain and in Spanish America.

Spanish 103, 104, Conversation Laboratory

2 hours per week for two semesters. (Credit, 2 hours.)

These courses are planned as two hours of laboratory practice with one hour of outside study each week. A concentrated attempt is made to achieve good pronunciation and intonation. Phonograph records are used extensively for the students to imitate. Conversational facility is furthered through imitation and memorization of everyday types of sentences and expressions. The courses do *not* include a study of grammar except insofar as grammatical explanations may be needed for the correct practicing of sentences.

These are recommended as supplementary courses both for students in the beginning courses, Spanish 101, 102, and also for those students in Intermediate Spanish, who have not yet acquired an excellent Spanish pronunciation.

Spanish 111, 112, Intermediate

3 hours per week for two semesters. (Credit, 6 hours.)

These courses are planned for students who have passed either two years' work in Spanish in high school or a one-year elements course in college with a grade of C or better.

A major part of the work comprises a review of Spanish grammar and composition, with special attention to idiomatic usages, plus the acquirement of ready facility in understanding both written and spoken Spanish. The reading texts used vary from year to year according to the interests of the students in the class, but they are so chosen as to add to the students' knowledge of Spain and the Spanish American countries, their people, their customs, and their cultural backgrounds.

Spanish 113, 114, Intermediate Conversation Laboratory

2 hours per week for two semesters. (Credit, 2 hours.)

Intensive practice in oral facility and aural comprehension on the intermediate level.

Spanish 201, 202, Advanced Spanish Readings

3 hours per week for two semesters. (Credit, 6 hours.)

An introduction to Spanish thought, made through study of selected texts of literary value, is combined with increased achievement in rapid reading, understanding of more difficult idiomatic patterns, and greater fluency in speaking and in aural comprehension of Spanish.

Prerequisite: Intermediate Spanish or four years of high school Spanish.

SCIENCE

Dr. M. C. Fleming, Mr. Foutty, Mr. Glenn

Botany 102, General

6 hours per week. (Credit, 4 hours.)

This course consists of the study of the relationship of the plant groups and also of the anatomy and physiology of the seed plants. The chief aim is to present the fundamental biological principles of plant life and to provide a cultural background for the student. The nature and aim of the biological sciences, their methods, and the value of their results are also presented.

Chemistry 101, 102, General

7 hours per week for two semesters. (Credit, 8 hours.)

These courses deal with the subject matter usually included in general chemistry. They are organized on the broad principles of the subject rather than a detailed description of the elements. The principles studied are extensively illustrated with descriptive matter which in the first course deal chiefly with the characteristics of the non-metals. The laboratory experiments are selected to give the student practice in the application of the principles. Quantitative relationships are stressed in the laboratory work.

The second course deals with principles, and industrial applications rather than pure descriptive matter. This course includes a study of the characteristics of the metals. The compounds of carbon with their application to nutrition and the field of synthetic chemicals are given special attention. An introduction to systematic qualitative analysis is included.

Chemistry 103, Chemistry for Nurses

4 hours per week. (Credit, 3 hours.)

This course deals with selected elementary principles of inorganic, organic and physiological chemistry. Both the lectures and laboratory are organized to aid the student in developing understandings, which are applicable to nursing, rather than to trained technicians. The course is intended primarily for nurses in training, and for students enrolled in the pre-nursing curriculum.

Physics 101, 102, Elements

4 hours per week for two semesters. (Credit, 6 hours.)

First semester: Mechanics, heat and sound. Second semester: Light, magnetism, electricity, and a brief introduction to nuclear physics. These courses are designed primarily for students who plan to take agriculture, home economics or industrial arts.

Science 101, 102, Biological

4 hours per week for two semesters. (Credit, 6 hours.)

These courses undertake to develop correct knowledge, understandings and generalizations as to man's place in the living world of plants and animals. Special emphasis is given to applications of biology to the problems of life in general and particularly to those problems of child growth and development to which biological science can make a definite contribution. Instruction includes lectures, demonstrations and discussions together with laboratory work and field study. Provides the biological subject matter needed by the student who is to teach in the elementary or junior high school.

Science 201, 202, Physical

4 hours per week for two semesters. (Credit, 6 hours.)

These courses are designed to give a broad acquaintance with the various fields of the physical sciences. The primary aim is to increase awareness of physical phenomena and to show how the understanding and interpretation of these phenomena contribute to our living. The materials are selected from the fields of astronomy, earth sciences, physics, and chemistry, and cut across the boundaries of these fields in order to bring out their relationships and to provide a background for the appreciation of the cooperative nature of the scientific advances of today.

Science 301, Microbiology

2 hours per week. (Credit, 2 hours.)

A workshop type of study of microorganisms and their relationship to the human body. Normal growth of microorganisms is compared to the conditions which lead to disease in humans. Problems leading to improvement of health conditions in the school, home and community are considered.

Science 302, Nutrition

2 hours per week. (Credit, 2 hours.)

A study of the digestion and metabolism of food in humans including the chemical principles involved. Vitamins, minerals and hormones are

considered from the standpoint of needs, sources, and influence on human metabolism. Problems involving the application of the principles of nutrition to the selection of foods to meet the needs of both children and adults are included.

Prerequisite: Science 201, 202.

Science 303, Ecology

3 hours per week. (Credit, 2 hours.)

Plants and animals growing in the area near the college are studied in their natural habitat. Special emphasis is given to the adaptations which have been brought about through natural selection thus making the living thing better suited to its surroundings. Attention is given to the structure of the organism as related to its environment in order to better understand the carrying out of its life processes.

Science 304, Selected Principles of Chemistry

4 hours per week. (Credit, 3 hours.)

This course is intended primarily for students in the teacher education curriculum who wish to gain greater proficiency in science. It includes the application of chemistry to industrial processes, the development of natural resources, and the functioning of the human body.

Prerequisite: Science 201, 202.

Science 305, Selected Principles of Physics

4 hours per week. (Credit, 3 hours.)

Some of the principles included in Science 201, 202, as well as additional ones, are studied in greater detail. Emphasis is placed on electricity, light and sound.

Prerequisite: Science 201, 202.

Zoology 101, General

6 hours per week. (Credit, 4 hours.)

The aim of this course is to acquaint the student with the general biological principles through the study of the anatomy and physiology of the representatives of the animal kingdom. It is designed to provide a cultural background as well as a foundation for courses in psychology and sociology. The student is also made acquainted with the relationship of the biological sciences and the general application of the principles developed in the study of zoology.

SOCIAL SCIENCES

Mr. Fleming, Dr. Thomas, Dr. Wroten

Business Administration 101, 102, Organization and Control

2 hours per week for two semesters. (Credit, 4 hours.)

These courses survey the organization of business enterprise. Examination is made of internal and functional organization, and followed by a survey of industrial and management control.

Economics 101, 102, Economic Development

2 hours per week for two semesters. (Credit, 4 hours.)

These courses present an introduction to present day economic systems, their origin and development. Western Europe and United States are areas emphasized.

Economics 201, 202, Principles

3 hours per week for two semesters. (Credit, 6 hours.)

These courses present a general analysis of the economic system. The first course considers basic concepts and principles. The second is concerned mainly with modern problems of the economic system.

Prerequisite: sophomore standing or consent of instructor.

Economics 401, Conservation of Natural Resources

3 hours per week. (Credit, 3 hours.)

The course deals with the vital problems of the conservation of soils, minerals, forests, wild life and inland water resources. Local applications will be stressed with field trips.

Open to juniors and seniors, only.

Economics 402, Consumer

3 hours per week. (Credit, 3 hours.)

An analysis of the place of the consumer in our economic society, consumer demands, the need for customer education for effective consumption, and agencies cooperating to aid the consumer. Specialists in the various topics are guest lecturers. Special problems are assigned.

Open to junior and seniors, only.

Government 101, American

3 hours per week. (Credit, 3 hours.)

A basic course in the governments of the United States. A comprehensive study is made of the federal government, the state governments, and local governments. Some time is given to probable causes of changes in government.

History 101, 102, European

3 hours per week for two semesters. (Credit, 6 hours.)

These courses trace the development of European man as a social being from the time of the early Mediterranean civilizations to the present day. Much attention is given to a discussion of the political, social and economic developments during the twentieth century.

History 201, 202, United States

3 hours per week for two semester. (Credit, 6 hours.)

These courses offer a comprehensive survey of the political, economic, social, and cultural forces which have shaped the pattern of life in the United States. Sources of particular problems are uncovered and the present status of these problems is viewed in the light of their historical development. Special emphasis is placed upon the origins and development of American democracy.

History 301, The History of Maryland

3 hours per week. (Credit, 3 hours.)

A study of Maryland history and government from the colonial period to the present. The course deals with a survey of the Free State's history, with special stress placed on the leaders, institutions, and contributions made in Maryland and by Maryland to the nation.

Prerequisite: History 201, 202.

History 302, Colonial and Revolutionary America (1607-1783)

2 hours per week. (Credit, 2-3 hours.)

A detailed study of the roots and foundations of American Civilization. The beginnings and development of the Colonies along economic, political, social, cultural and religious lines are emphasized. Consideration of English policy and the Revolution are included. (The third hour of credit may be earned by satisfactory completion of a research project under the direction of the instructor. Students who wish to take the course for three hours must secure permission of the instructor.)

Prerequisite: History 201, 202, or consent of the instructor.

History 303, The Westward Movement

2 hours per week. (Credit, 2-3 hours.)

A study of the Westward Movement from the Atlantic to the Pacific —Trans-Alleghany West and the Trans-Mississippi West—with emphasis upon the development and influence of the frontiers in shaping American Civilization. (The third hour of credit may be earned by satisfactory completion of a research project under the direction of the instructor. Students who wish to take the course for three hours must secure permission of the instructor.)

Prerequisite: History 201, 202, or consent of the instructor.

History 304, History of England and Greater Britain

2 hours per week. (Credit, 2-3 hours.)

A survey of England from Roman times to the present; consideration of the political, legal, social, economic and cultural institutions of England and the spread of England overseas. A study of the independent English speaking dominions, Australia, New Zealand, Canada and South Africa is included. (The third hour of credit may be earned by satisfactory completion of a research project under the direction of the instructor. Students who wish to take the course for three hours must secure permission of the instructor.)

Prerequisite: History 101, 102; 201, 202, or consent of the instructor.

History 305, Russia and her Far Eastern Expansion

2 hours per week. (Credit, 2-3 hours.)

The history and development of Russia from early medieval times to the present. An attempt will be made to understand the behavior of Russia today in terms of her ethnic, social, and geographic problems of yesterday. (The third hour of credit may be earned by satisfactory completion of a

research project under the direction of the instructor. Students who wish to take the course for three hours must secure permission of the instructor.)

Prerequisite: History 101, 102; 201, 202, or consent of the instructor.

History 401, American Diplomacy
3 hours per week. (Credit, 3 hours.)

An historical study of the diplomatic negotiations and foreign relations of the United States from 1776 to 1900.

Prerequisite: History 101, 102; 201, 202.

History 402, International Relations Since 1900
3 hours per week. (Credit, 3 hours.)

The course uses United States international relations as its core, stressing recent events. It discusses United States foreign policy with particular attention to world events of the twentieth century. A carefully documented research paper is an integral part of the class work.

Prerequisite: History 101, 102; 201, 202.

History 403, Social and Intellectual History of the United States
3 hours per week. (Credit, 3 hours.)

A history of American thought as reflected by her people and leaders. The development of American life from the colonial period to the present with emphasis upon the intellectual, social, religious, and economic movements.

Sociology 102, American Life
3 hours per week. (Credit, 3 hours.)

A general analysis of the social structure, the large and small urban and the rural communities; the composition and distribution of population; and the social institutions and organizations.

Sociology 103, Sociology for Nurses
1 hour per week. (Credit, 1 hour.)

A general survey of the principles of sociology providing the essentials for the understanding of man and society. Particular attention is given to the place of the nurse in the social pattern.

Sociology 402, Socio-Economic Principles and Problems
3 hours per week. (Credit, 3 hours.)

This course is designed to give teachers better facilities for evaluating and understanding the basic governmental, economic, and social problems of modern American institutions. The course is divided into three parts: one, the underlying principles of the American system of government; two, the principles of the American economic system; and three, modern contemporary social problems and the methods used in trying to find solutions.

Open to juniors and seniors, only, who have not had two of the following: Economics 201, 202, Government 101, and Sociology 102.

Sociology 403, Marriage and Family Relations
3 hours per week. (Credit, 3 hours.)

An investigation from the standpoint of the participant of the personal relationships involved in family life. These questions will be dealt with from the varying approaches of childhood education, home problems, physiology, psychology, and family status in social life.

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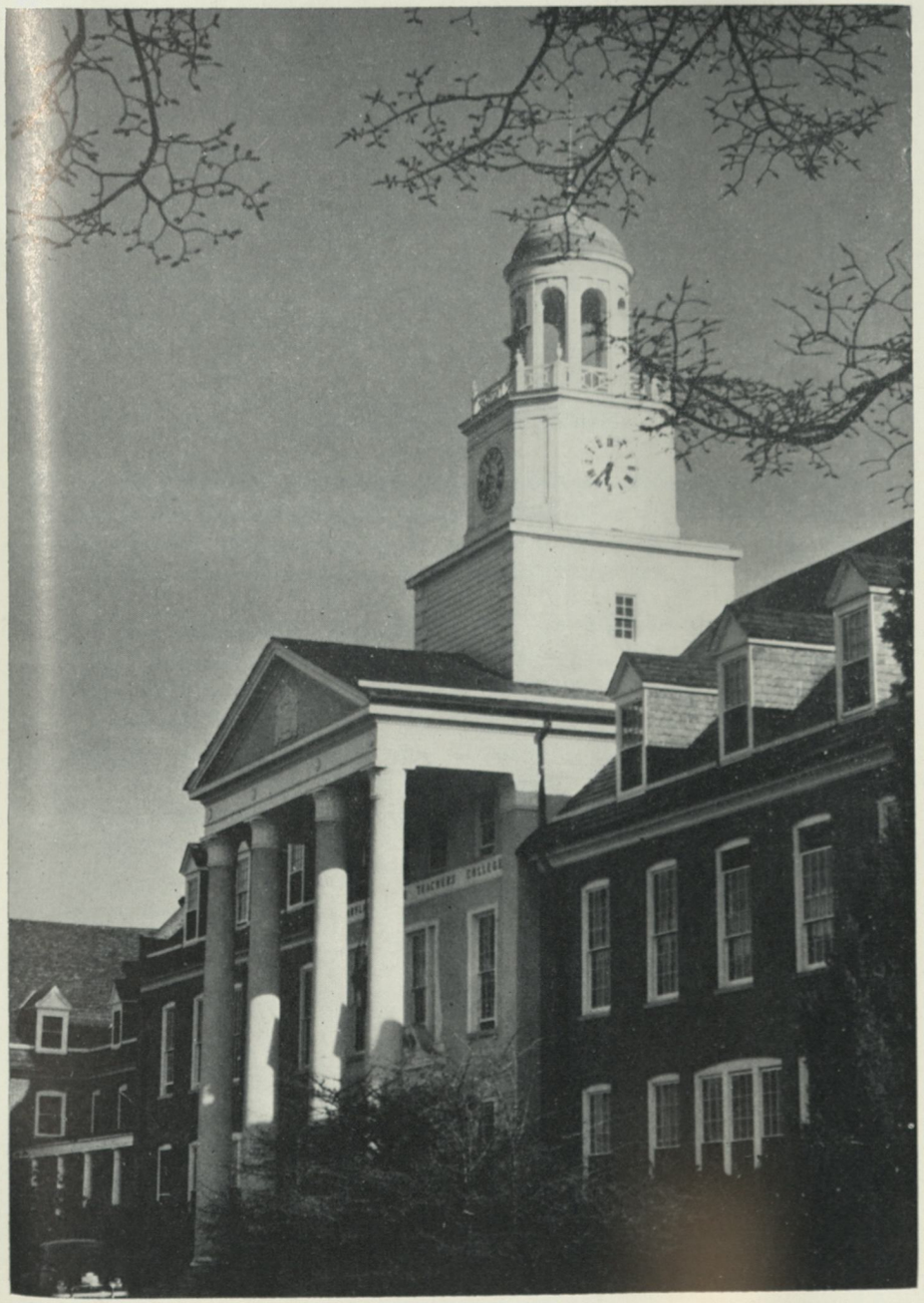

ALUMNI ASSOCIATION

The Alumni Association of the college exists as an expression of loyalty and respect of the members for their Alma Mater. Its current project is the organization of county and regional chapters. The association meets annually in the fall.

The officers of the association for 1958-60 are president, Anna Jones Cooper, '29, '53, (Mrs. Floyd), Willards; vice-president, William E. Dykes, Jr., '48, Crisfield; corresponding secretary, Jean Holloway Day, '38, (Mrs. William G.), 102 New York Avenue, Salisbury; recording secretary, Jerome Fletcher, '38, Denton; treasurer, James Ralph Kirby, '46, 104 East Isabella Street, Salisbury; faculty advisors, Dr. Leila Stevens and James F. Glenn.

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